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WE are greatly encouraged by the letters we receive from all parts of the country. A large part of our paper could be filled with them. A leading county superintendent recently wrote: "No papers of any description have so broadened my views as have yours. They are not alone instructive, they are inspiring. They assail long-standing abuses, are aggressive, spirited, and strong in thought. They are just what the world of education has long needed. If your papers were thoughtfully read by all my teachers, education in this locality would improve manifold."

We are glad to announce that Mr. W. W. Knowles of Sterling, Ill., will hereafter have charge of our Western Office at 315 Wabash Ave., Chicago. We ask for him the kind favors of our friends in Illinois and Wisconsin.

THE most misapprehended word in all modern educational literature is the word "method." We hear of new methods, old methods, my method, and your method. There is no madness in a method, although there is no method in madness. Look at the meaning of the word. Come to the root of the matter, and judge how the word ought to be

used. Webster says it is an "orderly process." Sir William Hamilton says, "a rational progress." A method implies arrangement, arrangement means system, under every system there are principles, underneath principles are facts. This is the foundation stone—facts. These arranged lead us to discover principles, principles classified create a system, and from systematic principles arise the cap-stone of all, methods. A method is not a manner, a mode, or a way, but it is the scientific end of all educational work. He who has a method has the best educational property he can own.

"IT IS NOT RIGHT; I will not do it." was said by a young man in public life. He had learned the right in school, not at home. That young man belongs to an army that is to save our country. Bribe-takers, secret corruptors, political bargainers for personal gain, buyers of votes, belong to another army, but they are bound to be defeated. The contest is hot this year, but it will be hotter next year, and it will continue to grow hotter and hotter until victory shall be declared for truth, honesty, right, and God! The men and women who are to fight out this battle in our country are now in school five days every week, and it depends upon their teachers on which side of this conflict they shall be found twenty years from to-day! There is something taught every day in every school-room, as much above the three R's as heaven is above the earth. What is it?

LIES in business teach children dishonesty. The following incident recently occurred: "A certain gentleman, whose wife had been repeatedly disappointed by not receiving a dress which she had ordered, went himself to the dress-maker's, and said, 'Madam, have you any good reason for breaking your promise to my wife these three times?' 'Oh,' she replied, 'this is our busy season, and we are driven with work.' 'But your promise,' urged the gentleman. 'I know it, but I could not help it.' 'Do you mean to say,' persisted he, 'that you made promises, knowing that you could not keep them?' 'Oh, that's the way we all have to do,' apologized she; 'we should lose our trade if we didn't.'"

If trade and work cannot be conducted in strictly honorable ways, it had better not be conducted at all, at least, nothing but the most open, transparent honesty should be allowed to enter the school-room. Any sort of deception by the teacher or any exercise that even suggests the possibility of it to the pupil, should have no place in the school exercise.

THE boy who sees his father adulterate his goods, and arrange his best fruit upon the top of the box, is taught object lessons he doesn't forget. The following incidents were recently told: "'Come,' said a certain mother to her little boy, 'take this; it is something good.' The child was evidently suspicious, but after many earnest assurances on the part of his mother, he took the medicine, but it was intensely bitter, and rejecting it at once, his young voice was raised in angry reproaches against his mother for telling him such a lie. 'No, my dear,' said she, 'I have told you no lie. The medicine is good; it is good to cure you. That is what I meant.' 'Good to cure me!' cried he, with a look of perfect contempt. 'You cheated me. You know you did.' Yes, he was right; and by that act she lost the confidence of her boy." "A little girl, hearing her mother say to the clerk, after she had taken samples from several pieces of goods, that she would call in the afternoon and make some purchases, said, 'Mamma, you said that at all the other stores.' Actual lessons like these do far more to fix moral character than all the perfunctory preaching and

advising possible from September until July. A child cannot be more certainly corrupted than by hearing good advice and seeing a bad exemplification of it. Preaching is easy; it's the practising that tells.

NO! is a little word, but the ability to say it has saved thousands of young men, and the want of such ability has ruined thousands of others. Two things will save anybody, young or old—a knowledge of the truth and the courage to say no when tempted to do wrong. The members of the recent Board of Aldermen of this city are believed to be guilty of bribery. The charter of the Broadway street railroad was sold for a trifle, and bribes were pocketed by those who voted to give the valuable franchise away. When the money-bag was shaken before their eyes, they lost the moral courage to resist its influence. The crisis in the moral history of a young person often is when he is exposed to his first great temptation. This trial is certain to come, and the road is pretty certain to be up grade, or down grade afterward. A strong, thorough, and clear conviction of what the right is, is first; second, power to say "No! I will not!" against jeers, taunts, accusations of cowardice, innuendoes, and abuse.

INTELLIGENCE must precede action. To know clearly the situation is the first thing. Facts first, judgment next, action last. The judging powers exist in all men: God gave them. It is in the province of man to aid the accumulation and arrangement of facts. It has been an unfortunate thing that the child has not been left free to judge concerning facts. He has been told you must come to certain conclusions. Men have believed, because they have been told to believe, that "the king is divine." But a part of the world has learned that politically "all men are equal." Ignorance is the cause of most of the suffering that the human race experiences. "Let the light enter."

IN the year 1849 a conversation took place between Baroness Von Marenholtz-Bulow and Froebel:

Baroness.—"You are interested, I see, in the education of the people."

Froebel.—"Yes, it is that which is most needed at this crisis."

Baroness.—"Unless the people are other than they are, all the splendid ideals that we are building in the present for the future are in vain; they cannot be realized."

Froebel.—"That is true, but the other people will not come unless we raise them. Therefore we must be busy with the children."

Baroness.—"But where shall the right education come from? What is called education seems mostly sin and folly, putting human nature into the straight-jacket of conventional prejudices and unnatural laws, cramming the mere brain with what stifles all healthy germs."

Froebel.—"Well, I have found something that will make untrammelled development possible. Come and visit my institution, and we shall understand ourselves better."

The visit was made. The Baroness remembers one sentence she heard from Froebel: "Man is a creative being." Mark—not a receptive being—one to receive words for twenty years of his life and call it an education,—but a CREATIVE being. How much of our education is conventionalism to-day? How much is cramming?

The reform that is needed, and is sure to come, has but begun. Be ready.

WE should have nothing but contempt for a man who inherits his opinions, but not as much as for one whose pride leads him to disinherit them.

THE SUPERINTENDENT.

The primary work of a superintendent is not to *examine*, but to *help*. His coming to the school should be looked forward to by the teacher more than by the pupils. His work is with the teacher. It is wrong for the school to be constantly goaded into study by the incentive of his visit. The *reaction*, after he has been in the school, will more than compensate for the increased action before he came.

When a superintendent examines a school, it should be for the purpose of ascertaining how much mental power the pupils have, not how many facts they have learned. It is not his business to find out whether they can extract the cube root of any number, or accurately draw a map of a given state, but what ability have they for thinking and doing. Can they converse? Can they describe an article new to them? Can they write a story about a picture? Do they give attention? How well is their imagination cultivated. Is their reason developing? Have they clear ideas of the world as it really is? Are their moral characters growing?

After a superintendent has visited a number of schools in a certain part of his district, he should call the teachers together and talk to them. In a friendly but plain way, he can point out to them their mistakes, and propose and answer questions. Such meetings should be required by law. Much good that might come from a superintendent's visit is lost for want of these informal conferences. They should not be examinations in the usual meaning of that word, but talks and discussions.

Some superintendents have the faculty of keeping their teachers in hot water for fear of an annual examination. They are continually urging them to prepare for it, and the teachers are as continually wondering what sort of questions they will ask. Old geographies, grammars, histories, and arithmetics are ransacked in order to find suppositional queries. It is a weariness to the flesh, and it is to be hoped we shall soon come to a conclusion of the whole matter. One examination is enough, unless the applicant fails, in which case, he should be examined again; but these annual torments are vexatious and unprofitable. If a teacher is doing good work, if she is improving herself, if she has sympathy, inspiration, and cheerfulness, let her go on, *encourage her to go on*, but it is cruelty to keep her eternally grinding away on technical questions that may or may not come up in her teaching. An examination and criticism of her work and methods are just the thing, but a continual repetition of an examination of her knowledge of the latitude and longitude of Mozambique, is not. A teacher may have all knowledge, and not be able to teach; on the other hand, she may have little technical knowledge of many things, and yet be able to teach. We have exalted text-book knowledge too high, and depreciated teaching ability too low. Let us seek to attain a happy medium.

The superintendent's relation to the parents is a most important question. His influence with them is usually great, and it should be actively exerted for good. How this can be done will be the study of all superintending officers who are alive to the opportunities of their office.

AN UNCONSTITUTIONAL HUMBAG.

If it is outrageously unconstitutional and impracticable for the federal government to aid the states educationally, why is it not commercially? The rivers and harbors bill is now before the house, and a majority of the representatives seem to be making ready to vote with an eye single to the wishes of their constituents. Over fifteen millions are called for by the measure, an immense part of which is made up of appropriations for projects which cannot claim national or even real local importance. The money is to be put apparently where it will do the most good politically. Here, for instance, is one million for that great maritime state, with its great bays and tide-water harbors, Kentucky; and another for Missouri. We wish some consistent enemy of the educational bill could be found who would also oppose the rivers and harbors bill. The same arguments against one could also be urged against the other. Let us see. The following arguments are urged in favor of the general government helping the various states commercially. This has been the custom from the first. It is right for all the states to assist in doing in any part of the country what will be for the general good. The Mississippi River is a waterway for commerce. It is as much, and even more, to the interests of the Northern States that its outlets should be deepened as for the Southern. The expense of keeping the river in navigable condition should be borne by all the states. It is as much

for the interest of Illinois as for New York that the Erie Canal should be widened and deepened. Should New York pay all the cost of this improvement?

It will not promote the imbecility of a state to give it judicious federal aid. History fully proves the correctness of this assertion. If such is the result of governmental aid there is not a state in the union that would not to-day be imbecile, for all have received this aid. Unjust and excessive burdens placed on one section more than on another promotes its commercial poverty.

Would it be right for New York City to keep all the money it receives for customs, taxes, and internal revenue? Why should she be obliged to pay it over to the general government? For example, the post-office of New York City pays a large excess into the treasury of the post-office department at Washington. This goes to all the states. This is not just, if the doctrine is sound that each state must manage its own affairs and not receive or give money to the central government for the benefit of the whole country.

Here is the clinching, and, to us, unanswerable argument.

If it is right for the general government to take money from all the states and then apportion it to all the states as it is needed for promoting the general welfare in one department, it is in all departments. In other words, if it is a right and a duty for congress to aid Kentucky and Missouri to improve their commerce, it is also right to help the same states to improve the quality of their brains and morals, for from thought, intelligence, and morality comes all the prosperity we have. Without them our rivers would no more need improving than the rivers of Central Africa. If congress can vote money to improve a river it can also vote money to improve a school. It is hard for the teachers of this country to see the consistency of the following positions:

It is constitutional and necessary for the general government to grant aid to the states for the purpose of improving commerce.

It is unconstitutional and unnecessary for the general government to grant aid to the states for the purpose of improving intelligence and morality.

THE SUMMER SCHOOL OF LANGUAGES,
AMHERST COLLEGE.

This school is under the direction of W. L. Montague, M.A., professor of modern languages in Amherst College.

LOCATION.

The village of Amherst is one of the most beautiful and healthful in Massachusetts. It is situated upon an elevation commanding an extensive view of the charming and picturesque valley of the Connecticut, which has always been greatly admired and loved by the graduates of the college. The scenery in every direction is rich and varied, and delightful excursions can be taken to the neighboring mountains, from the summits of which (particularly that of Mount Holyoke) may be enjoyed some of the most beautiful views that can be found in any country. The fine college buildings are admirably located on the most elevated part of the plateau, in the centre of the town, and are surrounded with ample grounds and pleasant shade.

METHOD AND AIM.

The instruction is based on what is popularly known as the "Natural Method," or the "Inductive Method," but modified according to the genius and individuality of each teacher. The chief aim is to so interest the learner in the study, using only the language to be learned as the medium of communication, that work shall become a pleasure and an inspiration rather than a task, and thus the greatest possible amount of progress may be made in a given time. By this method the pupil learns not only to read but also to write and speak the language, and to understand it when spoken by others. Most remarkable results have been witnessed, and attainments made that were utterly impossible under the old method. One explanation of the wonderfully rapid progress made may be found in the fact that—besides the conversation at table and with associates—three, four, or even five hours each day may be spent in classes, under native teachers noted for their ability and success; and thus pupils can have more practice, and consequently gain greater familiarity with a language in five weeks than is possible in ordinary schools during as many months.

Another aim is to interest teachers in the latest and best methods of teaching language; to give them valuable hints and suggestions that shall enable them to re-

turn to their work with new vigor and enthusiasm. The amount of study is *entirely optional*, offering no task to the weary teacher seeking rest amid new scenes, but furnishing a broad field for the energies of the vigorous and earnest scholar. The morning is devoted to recitations, the afternoon and evening to lectures, art, music, or recreation.

Thus the five weeks spent in this pleasant summer resort will be found rich in improvement, combined with rest and social enjoyment.

PLAN OF WORK—ADVANTAGES.

The classes meet in the commodious recitation and lecture rooms of the college every week day, except Saturday. Instruction is given in French, German, Italian, Spanish, Latin, Greek, Hebrew, English, and the philosophy of syntax. There are three grades of classes in French and German, with three hours of instruction in each grade. Beginners in either language can have three hours of instruction daily with three different teachers, to whom the language is vernacular, thus having an excellent opportunity for acquiring a correct pronunciation. *Circles* for conversation and repetition, or review of the daily lessons are also formed, with competent leaders. A class of children has daily lessons of one hour in French. While prominence is given to modern languages, special advantages are also offered in ancient languages, and in the *accessory departments* of science, art, and music. As is well known, the efficiency of the department of practical chemistry in Amherst College is unsurpassed. The collection of casts in the art gallery is one of the largest and best selected in the United States. The new and convenient library building contains more than 40,000 volumes, offering peculiar facilities for students engaged in special work. All members of the school have free admission to the art gallery, the valuable and instructive cabinets of natural history, and the library of the college.

EXPENSES.

The charges for tuition, during the entire session, are \$15.00, payable in advance, including (one or) all of the languages except Anglo-Saxon and Hebrew. For any part of the session, the charge will be \$5. per week, or \$1.50 per day. For the accessory studies, Anglo-Saxon and Hebrew, the tuition will be as follows, for all members of the School of Languages: Anglo-Saxon, \$5.; Hebrew, \$5.; chemistry lectures, \$10.; laboratory work (afternoons only) \$10.; (all day) \$18.; lectures and full laboratory work, \$25.; vocal music, teacher's class, \$2.; chorus class, \$1.; piano, \$10.; art, sketching out of doors, \$5.; in-door work, \$5. For those not members of the School of Languages, there will be in each class an additional charge of \$5. The lectures in every department and the studies in English are free to all members of the school. Others may obtain the same privileges by the payment of \$5. Pleasant rooms can be secured at prices varying from \$1.25 to \$4. per week, and table board from \$3.50 to \$5. per week. The price of board, including room, will vary according to location—in families from \$5. to \$8. per week.

The Session of 1886, extends from July 5, to Aug. 6.

THE FACULTY.

Victor F. Bernard, B.A., professor of French; Carl Siedhof, Jr., professor of German; Henry C. Johnson, M.A., LL.B., professor of the Latin language and literature; Amédée de Rougemont, B.A., instructor in French; Henry R. Lang, Ph.D., German; Miss E. H. Rockwell, Latin; Rev. Jean Syvret, French; Mrs. Elise M. Traut, German; Mlle. Marianne C. Jacot, French; Rev. John W. Haley, M.A., Hebrew and Greek; Teofilo E. Comba, Italian and vocal music; Cassie Harrison, M.A., philosophy of syntax and English; G. Gilbert Pond, M.A., practical chemistry; Francis L. Palmer, B.A., Anglo-Saxon and early English; W. G. de Coligny, B.A., Spanish; Wm. G. Schaffler, German; Edwin B. Woodin, B.A., mathematics and Latin; Frederick L. Eno, Latin; Wm. T. Mather, Latin; Miss Harriette Bowdoin, drawing, painting, and sketching; Miss Marian A. M. Heming, piano.

Do our teachers know that there is a strip of land several millions of acres in extent, marked "public land," lying between the States of Kansas and Colorado and Texas, and that it was left out by mistake in the original surveys, and is not included in any State or Territorial jurisdiction? It is not reached by United States law. It is wholly without a judicial authority, and is, consequently, the abode of the very worst classes in the country. Cattle thieves and criminals resort to it as a refuge, and have established ranches here without molestation.



THE SARATOGA SUMMER SCHOOL OF LANGUAGES.

THE SARATOGA SUMMER SCHOOL OF MODERN LANGUAGES.

This school is under the direction of Dr. Sigmon M. Stern, of the School of Languages, 27 East 44th Street, New York City.

To teach the modern languages with a pure pronunciation, in a manner as thorough and agreeable as practical, amidst appropriate surroundings, has been the aim of this institution; and because it has succeeded well in the past, it trusts that it will continue to do so in the future. More than seven hundred students, ladies and gentlemen, have received instruction during the past year, and a like number the year before. Only a few were attracted by the advertisements of the journals; the majority came through the recommendations of the students, who knew the school, its work, its professors, its text-books, and its method. This institution recommends itself because it tolerates but one method of teaching the languages—the Natural Method, in small classes, and by competent professors. This institution recommends itself because the text-books for the students were especially prepared for them, and were found of such value generally, that according to the publisher's account more than thirty thousand copies of them were in use throughout the country during the past few years. It is a recommendation for this institution that many other schools of languages in this city and in other cities have been established and formed after its plans and principles, and that men prominent in the various walks of life have lent their names to promote the welfare of this school, of its method, and books.

The entire faculty of "Stern's School of Languages, of New York City," has placed itself at the disposal of the department of modern languages of the Saratoga Summer School.

There will be three grades for the study of the German language. German exclusively is used in all the grades as the means of communication. The use of English will not be permitted.

There will be three grades for the study of the French language. French exclusively is used in all the grades. The use of English will not be permitted.

A special study will be made of French idioms. 1. Coup d'œil sur la littérature de la Renaissance: Marot, Ronsard, Rabelais, Montaigne, Malherbe. 2. XVII^e siècle, genre dramatique: analyse d'Iphigénie en Aulide de Racine; analyse de l'Avare de Molière. Genre épique et lyrique: quelques fables de La Fontaine; le Lutin de Boileau. Eloquence: Bossuet, oraisons funèbres. 3. XVIII^e siècle, Biographies de Voltaire et de J. J. Rousseau.

A course of four lectures in German will be delivered by Mr. Menco Stern. Subject: "Der Rhein und seine Sagen." The reunions have been a very pleasant feature of the Summer School. They will be continued this year. At these social gatherings, French and German only were used, games were played, recitations given, comedies represented, etc. There will be weekly excursions, devoted to instruction in the languages and to pleasure. At the tables German and French will be spoken. Members of the faculty will preside. The

Spanish class will be in charge of the Spanish professor, of Stern's School of Languages, of New York City.

In order to present in full the methods employed by Dr. Stern, we are happy to be able to give our readers a valuable discussion from his pen, on the

NATURAL METHOD OF TEACHING THE MODERN LANGUAGES.

There have been students who have acquired a thorough knowledge and mastery of foreign languages—sometimes with astonishing rapidity—having had but imperfect means to aid them.

There have been teachers who have achieved remarkable success in their profession, with but imperfect books from which help could be obtained.

No doubt such remarkable students, and such efficient teachers are existing now as well as before, and it is not to them of such great importance as to what method of teaching and what books for teaching are in use, because they will learn and teach well under all—even the most difficult circumstances.

But it is the great majority—the great mass of students and teachers to whom the question of methods and books is indeed of importance. If the clear and warming light of the sun of knowledge is hidden by the dark clouds of obscurity, indefiniteness, and inexactness, how shall knowledge become the common good of all, as air and sunlight are?

Though I seldom express myself in disapproving terms as to the usual methods of teaching modern languages, I will say here, that I have the very best reasons to believe these usual methods to be extremely superficial and unscientific, in spite of all the affirmations to the contrary.

It is on account of these methods that college students acquire but rarely a love for the study of language, and that class-work is often a hardship for the teachers, so that some of the best of them would gladly welcome better books and methods.

I desire to emphasize the following statement. The Natural Method of teaching modern languages, which I fully believe in, is not, as yet, the ideal method, but it is the best of the methods which I know. The Natural Method is not, as yet, in its perfection—but it ranks as high above the other methods, as the ideal method will, in the future, rank above the Natural Method. It is yet in its infancy—considering, however, the short time of nineteen years since it came into existence, it must be acknowledged that it has made remarkable progress. It has, in reality, caused a revolution in the teaching of languages.

The Natural Method has had, by no means, an easy time. In the beginning, it has been contemptuously looked at, it has been imperiously and haughtily smiled at, it has been fought at teachers' meetings, in school-rooms, journals, pamphlets, and books, but the Natural Method has prospered.

The victory has not been complete, but the opponents have become fewer, the objections are not heard so frequently as in former years, and it is now admitted that you may be able to teach *talking* by the Natural Method. Generally, the opponents have taken but little pains, or none at all, to familiarize themselves with the principles

and the working of the Natural Method, or they would know that the Natural Method does not aim at teaching the *talking* of foreign languages. They would know that it aims at the acquirement of the foreign language and literature in a thorough and perfect way, and in the widest sense of the word. The student is introduced to the construction of the language, is enabled to enjoy the masterpieces of the literature, and to have the language fully in his power, and, therefore, he can read the language, write it, translate it, understand it when spoken, and speak it when desired. This, and nothing less, is what the student does when taught according to the principles of the Natural Method; and this is what the student, taught by the other methods, is not often able to do, because they take insufficient means to obtain such results.

Some say, especially very learned and literary men: "We care not to speak the language. What we desire is only the ability to understand and appreciate the literature." But I say, it is impossible to understand fully and to appreciate entirely a language or its literature, so long as you have not the mastery of the language in

every direction, so long as you can not read it, and write it, and speak it, and understand it when spoken to you.

It is a great mistake to suppose the Natural Method is the quick method, the method that teaches you a language in twenty lessons, or in six weeks.

The plans made by the Natural Method are wider than those of other methods; and more time is required, less time is wasted, and more work is done that aims at entering into the spirit of the language.

I do not wish to be considered as criticising the great and magnificent institutions of our country, but if I am told again and again: "I have studied French and German, but, you know, as they study it in colleges"; further, if I see that gentlemen who have devoted much to the study of these languages have not attained the perfect mastery of the language and literature—then I come to inquire as to the cause of this strange fact. Let us look in the catalogue of one of the leading colleges of the land. There we find under the head of German, that in the first year a book, the grammar, is taught, some exercises in writing German and in translations are given, and the relation of English to German is traced by the application of Grimm's law. In the second year are studied one of Schiller's or Goethe's dramas, some extracts from Schiller and Goethe, Goethe's "Hermann and Dorothea," and Lessing's "Minne von Barnhelm."

I have selected the plan of one of the very best institutions of the country, but I must seriously object to the general adoption of such a plan because the work and the results do not stand in proportion to the length of time and to the energy expended. More work ought to be done—better insight in the language, and better mastery of it should be obtained in such a time and by such students as frequent the universities. That they are not obtained is not the fault of the teacher or the institution, but it is the result of the methods and books employed.

The unction of the following from the New York Tribune is wonderful. Speaking of the recent Children's Industrial Exhibition it says:

"It is gratifying to find that we are doing so much in the way of industrial training for the young, and yet we of New York especially should realize how much remains to be done."

"We;" "we of New York;" "doing so much;" "we should realize how much remains to be done." Verily a parson has become assistant editor of this old paper. It would seem that something remains to be done since nothing at all has been done by the grammar and primary schools of this city in industrial work.

Hon. Henry Raab, of Illinois, has been mentioned in connection with the office of Commissioner of Education. We fully agree with the *School Journal*, that the President would make no mistake by such a selection.

In Scotland, the spelling-book is called the "spell-book," and we ought to adopt that appellation here, for, as it is often used with us, it does cast a spell over the faculties of children, which generally they do not break for years, and oftentimes, we believe, never. If any

two things on earth should be put together and kept together, one would suppose that it should be the idea of a thing and the name of a thing. The spelling-book, too, is a most artful and elaborate contrivance by which words are separated from their meanings, so that the words can be transferred into the mind of the pupil without permitting any glimmer of their meaning to accompany them. A spelling-book is a collection of things without the things signified—of words without sense—a dictionary without definitions. It is a place where words are shut up and impounded so that their signification cannot be got at. Yet, formerly, it was the almost universal practice—and we fear it is now nearly so—to keep children two or three years in the spelling-book, where the mind's eye is averted from the objects, qualities, and relations of things, and fastened upon a few marks, of themselves wholly uninteresting.

HORACE MANN.

THE question was asked a few days ago: "How much does the JOURNAL get for writing up the Summer Schools?" We answer: just as much as we get for writing up any other class of schools—the improvement of our paper and the benefit of our readers. Summer schools have become a part of our educational system, and thousands of our readers wish to be informed concerning them. It is for this purpose we are publishing the series of articles now appearing, and many expressions already received from our subscribers show that we are doing them a favor by giving them the fullest possible information concerning the work and methods. Can we not have credit for doing something for the cause of education from disinterested motives? The history of the JOURNAL shows that greed and gain have not been the main springs of its actions. While we must have money to pay our expenses, and we do not profess to be a charitable institution, we indignantly deny the possession of a mercenary and selfish spirit. With head, heart, and body dedicated to the work of bringing in better educational ways, we are pushing forward with all our might and main. Mean and sordid souls have no appreciation of unselfish motives. They can only stand around, and laugh and jeer; but we know what we believe, and we are thankful there is a host of teachers who are in earnest to co-operate with all we can do to hasten the coming of better days.

SOME educational papers are busy propping up the A, B, C way of teaching elementary reading, and even defending the antiquated "pouring in" process. We can only say concerning such laughable nonsense, what the editor of the same journal defending such idiocy said, concerning the new education leaders:

"God pity the poor children who are placed in the care of such fanatics. What a God's blessing it would be if all the half-baked enthusiasts could have a community to themselves where they could worship and laud one another without doing the outside world any harm!"

Yes! what a mercy such old fossils could not be moved back into the middle ages where they belong. They were born too late in the world's history.

The *School Journal* of Illinois, in reference to the present contest in that state, says: "The politicians are awake to the fact that there is no chance for a man outside of the teachers' ranks."

THE *New Orleans Picayune* says that mental perspiration will commence at the Concord School of Philosophy on or about the 14th of July. It occurs to us that a little "mental perspiration" would be of some benefit in the latitude of New Orleans as well as Boston.

SOME of our recently started educational journals are advocates of the oldest sort of methods. One of them gravely defends the "Pouring in Process," and says that "teachers find it necessary every day to resort to this time-honored process." Again we read: "We do pour in, and it appears to be necessary sometimes to do so." Then it uses the following illustration, which is admirable in its old-fashioned way:

"Some minds are like old pumps. When the piston of the pump is out of order, you may work the pump-handle up and down with as much vigor as your strength will allow, but you bring up no water. But 'pour in' a bucketful or two of water, and then begin to pump. The 'pouring-in' process has demonstrated its usefulness in connection with the old pump, and in the same way it has demonstrated its usefulness in a thousand instances in connection with elementary and advanced teaching."

This is an exhaustive argument, wonderful in its convincing clearness. The child, the old pump, whose educational piston is out of order—pump! pump! pump!

—no educational water, not a drop! Now pour in a spelling-book or two, an old arithmetic and a bucket full of geography—keep on pouring in until the old pump—the child—begins to swell, perhaps to burst; then, pump, pump, with vigor, pump till you are tired, and lo! outpours the sparkling water from the cool depths of child nature! This is education—the old education—according to its newest Philadelphia defender.

It is a significant fact that in Massachusetts in 1850, to every eight hundred and four of the population there was one prisoner. In 1880 there was one to every four hundred and eighty-seven. It is also a fact that the native criminals in Massachusetts are increasing faster than the foreign-born. Here is food for—not reflection but—action.

DR. E. E. WHITE settles the question of decimal fractions in the following manner:

"A decimal fraction is a species of fraction (is it not?), and as a species it must necessarily contain the essence of the genus; but the essence of the genus fraction is a pure numerical quantity or verity, and hence a decimal fraction must be composed, in part at least, of numerical essence. Hence the essence common to genus and species is a non-sensible and numerical quantity."

"But what is the differentia of a decimal fraction? What differentiates a decimal fraction from the genus fraction? 'Let us first test the assumption that this differentia is the sensible expression on 'blackboard, slate, or paper.' This assumption makes a decimal fraction a compound entity, composed of a non-sensible number and a material sensible expression—that is, a decimal fraction is a sort of numerical hybrid, its genetic and genus part being pure number, and its differentia or distinctive part being material characters. Is not this worse than the Greek centaur? We can conceive of a spirit as embodied, but here is a number, not simply concretely manifested, but having as its essence a material expression, with color, form, and posture! Is not this a questionable shape?"

THE Ohio State Teachers' Association will meet at Chautauqua, June 29 and 30 and July 1st.

THE following special items of the supply bill have been reported to the New York assembly: Albany Normal School, \$7,000; Genesee do., \$25,000; Potsdam do., \$40,980; Oswego do., \$5,000; Cortland do., \$5,000; Fredonia do., \$3,000; New Paltz do., \$9,050; Indian Schools, \$150; Dannemora School, \$1,250. These are in addition to the annual sums always voted for the support of these institutions.

THE next meeting of the New York State Teachers' Association will be held at Niagara Falls, the week before the meeting of the National Association at Topeka. The hotels will accommodate the members at \$3, \$2, and \$1 per day. Private houses will board for \$1 to \$2 per day. The International Hotel offers the following: Rooms, \$1 per day; meals at the restaurant from 25 cents up. A good substantial meal is guaranteed at 25 cents. We agree with Mr. A. P. Chapin, one of the officers of the association, that the executive committee "made a wise choice of spot whereon to pitch their tent for the meeting of 1888 when they selected Niagara Falls with their wonderful surroundings. But few are aware of Nature's secrets, elsewhere hidden, that she has here laid bare, inviting contemplation and study.

Here the hot breath of July is tempered by the cool breezes from the lakes and river. The picture spread out before the eye of the tourist is one of mingled wonder and delight, and the thousand-and-one attractions are free to all."

It is hard to make boys believe that it is not right for them to do what men do. An example of this occurred in Brooklyn last week in public school No. 34. The boys struck for half an hour's recess in the afternoon. They would not take their places when the bell rang, nor would they let the younger boys go in. We regret to say that here the matter ended. The parents and teachers did not even suggest arbitration, but, aided by a policeman, descended upon the refractory lads, collared them, marched them into the building, and flogged some of them soundly. The morality and wisdom of this procedure we will not here discuss.

THE coroner's jury of this city recently gave the following verdict:

"We the jury believe the deceased, Jennie Woods, came to her death from the effects of opium poisoning, and we, the jury, from the evidence, believe that the practice of opium-smoking is too common, and in the interest of public morals would strongly recommend the suppression of opium dens in this city."

Now if it is right to suppress one evil, why not another; why not whiskey saloons? They are ruining far more young people than the opium dens. It is hard to see the difference between the lawful right we have to suppress one evil, and not another.

THE SCHOOL-ROOM.

SOME OBJECT LESSONS.

By WM. M. GIFFIN, A.M., Newark, N. J.

The first few questions in all object-lessons should be about something with which the pupils are familiar—something they have had in a former lesson; when possible, illustrating in order that they may see that something they have already learned will help them the better to understand the present lesson. To give a lesson on Water, one might begin as follows:

Teacher. What is this I have in my hand?

Class. An apple.

T. What am I doing?

C. You are peeling the apple.

T. What now?

C. Taking out the bud.

T. What now?

C. Taking out the stem.

T. What now?

C. You are dividing it into halves.

T. What now?

C. Taking out the seeds and core.

T. What is this? C. The pulp of the apple.

T. What have I been doing with the apple? C. Dividing it into parts.

T. How many parts did I find?

C. Seven parts.

T. Right! What is this?

C. A glass of water.

T. Who can tell me something about it? [All hands raised.]

T. You may answer in turn, as I call on you.

Cleon. Water is a liquid.

Jennie. Water is transparent.

Milford. Water has no color.

Olive. It has no smell.

William. It is tasteless.

T. Is it natural or artificial?

C. Natural. (Obtain this answer if possible.)

T. Is it always a liquid?

C. Yes, sir.

Cleon. O, no, sir! Sometimes it is ice.

T. Right. What would we then call it?

T. A solid.

T. Is it ever anything else? Jennie. Sometimes it is steam.

T. What would we then call it?

C. Vapor.

T. Into what does vapor sometimes turn?

C. Rain.

By questioning, the teacher may now have the children tell the kinds of water, the forms in which it is found—lakes, rivers, etc.; the use it may be put to on account of the qualities it possesses.

T. How many parts had the apple?

C. The apple had seven parts.

T. How many parts has water, Willie?

(Notice that the question is asked before the pupil is named. Hence all give attention, not knowing who may be called on to answer the question.)

Willie. Only just one part; it is just water.

T. How many think so? [All hands raised.] No, that is not true. It has more than one part, and can be divided into its parts as well as an apple. What am I doing now?

C. You are cutting the water with a knife.

T. Into how parts do I divide it, Olive?

Olive. Into no parts; you cannot cut it into parts.

T. Who can tell how to divide it into parts? I see no hands raised. As you cannot tell me, I will tell you. It is done with electricity. Who knows what electricity is? Well, Cleon?

Cleon. It is what people telegraph with.

Jennie. People make the electric light of it.

T. Very well; they also use it for many other purposes, one of which is to divide water into its parts. Look at this drawing on the board. We have here at the left hand a glass containing water; in this, two tall tubes of glass filled with water and inverted; from the glass two wires are passed over to a galvanic battery. Electricity is passed from the battery through the wires to the glass. I do not expect you to understand how this is done. The water is gradually used up, and little bubbles of gas rise into the two glass tubes, taking the place of the water. When the tubes are filled, they look the same as they would if filled with air. If we take one of these tubes and turn it with its mouth upward, and hold a lighted match just over the mouth—listen! See! Bung! The

gas exploded and burned. It was not air; it was hydrogen.

T. What do you know about hydrogen?

Willie. It burns like powder.

Jennie. Goes off like a pistol, when mixed with oxygen.

T. Yes, and that is the reason we know that it is hydrogen, because it explodes and burns. What is this I have in my hand, class?

C. A clothes-pin.

T. What am I doing?

C. Lighting it with a match.

T. Does it burn very fast?

C. No, sir.

T. (Holding a bottle in his hand.) Olive may come and smell of this bottle, and see if she can tell me what is in it.

Olive. (Smelling.) Kerosene oil.

T. What am I doing with the oil?

C. Pouring it on the clothes-pin.

T. I will now light another match, and we will see what will happen? What does happen?

C. It burns better.

T. Yes, children. (Take this opportunity to tell how dangerous it is to build fires with kerosene oil.) And this is true of the other gas that we find in water. Things burn better when we put them in oxygen than they do in the air. In fact, some things, as for instance steel wire, that will not burn at all in the air, will burn with great splendor in this gas which we call oxygen. Children, think of it. The parts of water are hydrogen, which explodes and burns, and oxygen, which makes things burn better, and yet we use water to put out fire. What a wonderful thing for us to think about!

A SECOND YEAR'S READING LESSON.

Reported from the public school, of Weehawken, N. J.

Pupils are never allowed to have the Reader, except by direction and under the supervision of the teacher. Books are not taken home until read through in school. Children do not see a lesson until all new ideas and words have been properly developed.

I. Ideas and words occurring in the lesson to be developed: *Farm, orchard, meadow, animals, perch, honey, beehive, grain, and sunbeams.*

II. Method used: An oral lesson by means of easy conversation.

III. Time necessary to develop words and ideas: about twenty minutes.

TEACHER. How many of you wish me to tell you a story? (All hands are raised.) Shall it be about something that happened in the city, or in the country?

JOHN. In the country, please.

T. Very well; I will tell you about a little boy who lived in the country, quite far from here, where there were large fields and many fruit trees. Some of the fields had fences around them, and in them grew potatoes, cabbages, wheat, oats, and other things. What do we call such a place, Annie?

ANNIE. A farm.

T. Mary!

MARY. Such a place is a farm.

T. Fred!

FRED. Fields with potatoes, cabbages, oats, and wheat, are called a farm.

Teacher writes the word *farm*, and Fred's sentence on the blackboard; then calls on five or six different pupils to read the sentence.

T. Some of the fields had long grass and clover growing in them, which the farmer and his men cut down and put into the barn for the horses and cattle to eat in the winter. What is such a field called?

DENNIS. A field with long grass in it is called a meadow.

Teacher writes the word *meadow*, and the sentence given, then calls on pupils to read.

T. Other fields were full of fruit-trees. What shall we call a field like that?

ELLEN. A field full of fruit-trees is an orchard.

Teacher writes the word *orchard*, and sentence, and pupils read as before.

T. One field had corn, one had wheat, and one had oats growing in it. Who can tell me in one word what was growing in the three fields?

JAMES. Grain.

Teacher writes word *grain*, and the sentence: Corn, wheat, and oats are called grain. Pupils read.

T. On this farm the farmer kept horses, cows, sheep, pigs, hens, and geese. What name can we give to all of these?

EMMA. Animals.

T. Say that in a sentence.

E. Horses, cows, sheep, pigs, hens, and geese, are animals.

Teacher writes word and sentence. Pupils read.

T. In the yard, back of the farm-house, and near the barn stands the house in which the hens and chickens sleep at night. How do they sleep?

EDWARD. They fly up on a stick, and go to sleep there.

T. Do you know the name of this stick that the hens sleep on. (There is no answer.) I will tell you. It is called a perch. (Writes the word *perch*.) And when hens or other birds sit on a stick or limb of a tree, we say they perch on it. In the orchard was a little house full of bees. What are bees good for?

JOSEPH. They make honey.

The teacher writes the word *honey*, and the sentence, "The bees make honey." And the little house in which the bees live is called what?

JOHN. The house in which the bees live is called a beehive.

Teacher writes word and sentence; then draws a farm-house, and says: "The little boy used to sleep in a crib at this window. And the sun shone in there early in the morning. It shone in even when the blinds were closed. How could that be?"

ANNIE. It must have come in through a crack, or between the slats.

T. So it did. Now what do we call a very little sunshine, just as much as can come in through a small crack or a little hole? Shall I tell you? A *sunbeam*. (Writes the word and the sentence, "The sunbeams came in through the blinds.")

All the new ideas and words in the lesson have now been developed.

Books are distributed; at a given signal they are opened at the page required. Pupils are allowed to read over the lesson for a few minutes silently, after which the books are closed and collected, and individual pupils called upon to tell from memory the story read.

At another period in the day the books are again placed in the hands of the pupils, and the reading lesson begins. All pupils are required to look over the first sentence. One, being called upon, instantly rises, and without hesitation, stumbling, or word-repeating, renders the thought in his own language, although in the words of the text. In the same manner the remaining sentences are disposed of until the lesson has been read through. Then two or three pupils are allowed to read the whole lesson. No pupil knows who will be called upon next, and so they all get the benefit of reading the whole lesson silently, and many of them an opportunity of reading aloud.

LESSON PLANS AND DEVICES.

READING.

Pupils should be taught to observe more closely in reading, than in any other study. They should be taught to read between the lines. For doing this we have found the following methods very successful:

Write on the board the unfamiliar words or those difficult of pronunciation or enunciation. Syllabicate and use proper diacritical marks and accent.

Tell the class two or three points or facts which may be found in the lesson, and ask them to tell you when they come to recite, in what stanzas or paragraphs such facts are to be found; also ask the class if there are any points or facts in the lesson that they have read, experienced, or thought of before.

An *Illustration*. Grade—Fifth Reader;—subject, "The Grandfather," by Howett.

"At what season of the year did this take place?"

"It took place in summer."

"Why?"

"Because the child was catching flies."

"Was there a stove or fireplace in grandfather's drawing-room?"

This question provokes considerable discussion. Finally all, except one boy, agreed that a stove was used for warming the room.

"No," said the dissenting boy, "I know it had a fireplace, for it says, 'The old brass clock on the mantel-tree.' These exercises lead pupils to find many things not definitely expressed in literature. Wherever it is possible without too great a stretch of the imagination to find a picture in what is read, let it be found and described.

J. C. AYAN.

Pineville, Mo.

AN EXERCISE ON ADJECTIVES.—(FOR ADVANCED PUPILS.)

"I wish to write a noun on the board. Some one may suggest a few."

"Clock, table, bell, chair, flower."

"I will take the word flower." (Write on board.)

"What flower had you in mind, Isabel?"

"I thought of a pansy."

"Mention a word that will describe a pansy."

"Purple, yellow, white."

"What kind of a flower then may these words mean?"

"Either a purple, yellow, or white pansy."

"Instead of using either of these words, I will place *scarlet* before flower. Can the word flower mean pansy to you now?"

"No, ma'am, because there are no scarlet pansies."

"What has the word *scarlet* done to this noun?"

"It has changed the meaning of the word flower so that it now can only mean one of a certain color."

"What kind of a word is *flower*?"

"The word flower is a noun."

A word that changes or limits the meaning of a noun is called an *adjective*.

"Then what kind of words do adjectives change the meaning of?"

"Adjectives change the meaning of nouns."

Any word which limits or changes the meaning of other words, is said to be a modifier of that word. What do you understand by the term modifier?"

"A modifier is a word which limits or changes the meaning of other words." (The class may write this definition on their slates.) "Then what part of a sentence do adjectives change the meaning of if they always modify nouns?"

"Adjectives modify the subject of a sentence."

Questions for review: What is meant by the word modifier? What class of words modify nouns? What is a subject modifier? May other parts of a sentence be modified besides the subject? M. R. ORNE.

A FEW GAMES.

The Rhyming Game.

One selects a word, and tells something with which it rhymes. The others guess it by asking questions, giving the definitions of the words thought of, and not the words themselves. For example:

"I think of a word, and it rhymes with 'boy.'"

Is it gladness? It is not *joy*.

Is it a plaything? It is not *toy*.

Is it a weight? It is not *Troy*.

Is it shy? It is not *coy*.

Twenty Questions.

An object is selected, and the others are entitled to ask twenty questions about it.

Illustration: I think of something.

To what kingdom does it belong? The animal.

Is it an animal, part of an animal, or the product of an animal? Part of an animal.

Is it natural or manufactured? Manufactured.

Useful or ornamental? Very useful.

Used by ladies or gentlemen? Both.

What color? Usually white.

Size? It is about six inches in length, and about as large around as my finger. Is it a tooth-brush? Yes.

Little Words.

One goes out, and the others select a little word, as *A*, *THE*, or *THAT*. On returning, the person asks each one in the room a question, and the word chosen must be brought in in the reply. It is similar to "Proverbs," only easier for small children.

My pupils enjoy the game of finding words very much. I write a word on the blackboard; for example: *Master*.

Beginning with the letters in alphabetical order, see how many words can be made from it. Little hands go up faster than the words can be written, and soon we have these, and many more:

as,	eat,	mast,	rat,	star,	tea,
ate,	ear,	mat,	rats,	stem,	tar,
am,	east,	mate,	rate,	seam,	tear,
art,	era,	met,	ream,	sear,	team,
are,	erst,	meat,	ram,	steam,	tame,
aster,	eats,	mart,	rest,	stream,	tram,

I have also found making geographical and other enigmas, very interesting for children.

LILLIE LEE.

OBSERVATION.

In our efforts to make children close observers, we tell them there are no two things alike—*precisely* alike. After having made this and similar assertions, we have had little boys and girls bring us nuts and very small needles, etc., to prove my assertion incorrect, when I would show them little differing features—little specks and the like.

J. C. R.

TABLE-TALK.

Rev. Dr. Trumbull recently said: "Whether the art of reading has been a curse or a blessing to the world, is a question that might be argued on both sides, with a fair show of reasonableness. Whether the art of reading proves a blessing or a curse in any individual case, is a question which can be settled by the individual himself, if he chooses to put to himself a few plain questions. He may ask, for instance: What have I chiefly read for the last six months, useful books or sensational newspapers? In what direction is my reading impelling me, upward or downward? What proportion of my reading has been given to the recognized classics of the language, and what proportion has been merely ephemeral? What marked traces has my reading left upon my own character? The answers that are given to these and similar questions ought to settle for the individual the question of what good or what harm his reading is doing him. And whatever these answers are, the inquirer will glean, if he is wise, fresh reasons for reading books of an upward tendency, and equally valid reasons for letting books of a downward tendency alone."

The new college is of recent origin, and it is just as much better than the old one as the new world in which we live is better than the old one, dead and buried. The modern boy is not the old boy. His thoughts are far different. The old boy went to college from the farm, knowing nothing but his catechism, his Bible, and his small stock of elementary Latin, Greek, and arithmetic. In the college he first met the world. But the new boy goes out of the world to college. He comes from a world he knows, sometimes, far better than do his teachers. He knows what he wants, and is keenly alive to all sorts of humbugs. His moral sense is often not as keen as it might be. He wants to meet men of to-day in the professors' chairs. When he does meet them, he has a wholesome respect for them. The new boy is capable of making a far better man than the old boy was, but he needs new methods. It is of no use to try to fit an old coat to his back. He will not wear it. The attempt to make modern boys fit into antiquated curriculums of study is like putting new wine into old bottles. It is bad for the bottles, and destruction to the wine. In other words, the course of study is ignored or "skinned," and the boy is ruined. New men, new times, and new thought, demand new methods. Times change and we change with them.

READING CIRCLES.

NEW JERSEY TEACHERS' READING CIRCLE.

By B. C. GREGORY, *State Secretary*

The Committee on Local Management of the Board of Control have decided to hold four meetings in different parts of the state, to which are to be invited members of the county and city boards of managers from the counties near the place of meeting. The object of these meetings is to bring the Board of Control in direct contact with the county and city managers, to hear reports of progress to enable all present to profit, and to profit themselves by the suggestions which might be made. Accordingly, a call was issued by Supt. Meleney, chairman of the committee, for a meeting to be held at the Newark high school, last Saturday at 10.30 A. M. The call was responded to by every county invited, viz.: Essex, Hudson, Bergen, Union, Middlesex, Somerset, Morris, and Passaic.

The meeting was large and enthusiastic. From the reports made and information in the possession of the secretary, it was ascertained that more than a thousand teachers had joined the reading circle. This, considering the society is but three months old, is remarkable. Jersey City leads with 230 members; Newark has about 125. In some places every teacher has joined. In general, the mere presentation of the subject has been sufficient to secure accessions without the slightest urging. In one place, the president of the Board of Education had taken such interest in the work as to give his assurance that the Board of Education would bear the expense of the purchase of the books.

The methods of conducting local circles reported were various. In Jersey City there are nine local circles, each organized with a full set of officers. The local circle decide which book they will read, and complete that before they take up another.

In Bergen Co. it has been decided to hold three general meetings of the reading circles for the county in addition to the regular meetings of the local circles.

In Paterson, Newark, Monmouth Co., and other places, the board has divided among them the district over

which they are placed, each member taking charge of one section. In Paterson, Principal Barry reported the following methods as in vogue. In one school the principal meets the teachers at stated times, and reads and discusses one book with them. In another a portion of the book is read previous to the meeting, and this forms the subject of discussion at the meeting of the circle. In another the books are taken up contemporaneously, and an essay on each, and one hundred lines of "Evangeline" compose the exercises of the session. In Plainfield, each subject is treated as a study. In Boonton, a method employed is the formulating of a series of questions by the principal, on the reading for the month, these serving to guide the discussions in the meetings of the circle.

A similar meeting will be held in Trenton April 24, for the counties of Mercer, Monmouth, Ocean, and Burlington; in Camden May 1st, for the counties of Camden, Gloucester, Salem, Cumberland, Atlantic, and Cape May; in Belvidere, or Phillipsburg, May 8th, for Hunterdon, Warren, and Sussex counties.

Ex-State Supt. Spear of Kansas, recently said that "the first object of the reading circle is to encourage the habit of good and effective reading among our teachers. It matters not what they read, nor how the read, so much as that they read. We have a reading circle in Kansas of about 1,000 members, but this is only poor success. We first adopted a course of professional reading on the theory and art of teaching. General reading came second on the list. But some read so much faster than others, and tastes are so varied, that we have not succeeded in our attempts to outline a course of reading. For rapid readers a "library relief course" was adopted and found good. We have of course experienced much good from our reading circle, but cannot pronounce it a success as yet. We have attempted to reach the pupils, and have reason to be encouraged."

GENERAL EXERCISES.

A DAY IN SWITZERLAND.

NOTE—These selections have been made with special reference to the cultivation of the aesthetic faculties, imagination, memory, and expression; also to arouse an interest in the subjects touched upon, and a taste for further reading and investigation. Much may be added to these from the teacher's own resources. Several drawing exercises may accompany the work. The outlines of the picture given here, and any others that the teacher can find, may be used. The mental pictures here presented will furnish material for several original stories.

SWISS PEASANTS.

Cliff Dwellers.

In North Tyrol, not a few of the houses are built on such steep slopes that a heavy chain has to be laid round the houses and fastened to some firm object, a large tree or boulder of rock, higher up. In many of the side valleys, baskets of earth to replace the poor soil exhausted in one or two years, have to be carried on the backs of the men, up the precipitous slopes. In two or three villages, the people come to church wearing their "crampons," a sort of iron shoe-sole supplied with six or eight spikes an inch or an inch and a-half in length; the irons are securely strapped to the shoe by leather or cord fastenings. In one valley, the letter-carrier who comes around once a fortnight, is obliged to wear crampons on his feet for two days.

—From GROHMAN'S *Tyrol and the Tyrolese*.

Mountain Climbers.

The "Wildheuer" climbs the highest peaks, up to 8,000 and 9,000 feet, in search of the long Alpine grass growing on steep slopes. Armed with his crampons, he sets out on his dangerous task. Sometimes he can lower his bundles of hay in a sort of net, but if the precipice is too high for this, he must take the heavy burden, sometimes more than a hundred pounds, on his back and carry it down the same perilous path by which he came. In many valleys the product is butter, which must be carried over the mountain paths to the next town or large village. About one half the men, in some of the valleys, are engaged all summer in carrying butter to market. One man will carry about 150 pounds for eleven or twelve hours on his back and cross very steep ridges on his way to market. They receive very little pay for their hard work, but they seldom care to better their fortunes by going where they can make money easier. The Tyrolese are greatly attached to their homes.

Rustic Musicians.

It is often amazing to a traveler to find a finely developed ear and a capital voice in the commonest country lout who scarcely knows his A B C's, and to whom Bismarck is an unknown being. A lady of my acquaintance was one afternoon playing and singing a Viennese air. The windows of the room were open, and two country lasses passing along the road stopped to listen. Presently they joined in the song, one with the second and the other with the third part. My friend would not believe that they were common peas-

ant lasses unacquainted with the piece she was playing. In order to convince her I sent down for them and made them accompany her in a number of songs which she sang to try them.

To enjoy a musical treat, we must leave the frequented paths, and visit some of the remote huts. If we do not express any wish to hear them sing, they will probably begin of their own accord. Seated on a low step in front of her chalet, after her hard day's work is done, the "Sennerrin" will awake the echoes of the surrounding heights, answered perhaps, if there be other huts, by their inmates. Tinkling bells, the rich, silvery voice, melodiously tender in all its notes, the quiet calm of the evening, and the grand landscape, all unite in producing an effect that will remain upon the mind for many a day to come.

—From GROHMAN'S *Tyrol and the Tyrolese*.

SWISS PATRIOTS.

The Three Men of Rutil.

While the oppressors laughed and the oppressed groaned in the valley of Waldstätten, the wife of Werner Stauffacher said to her husband: "How long shall the oppressors laugh and the oppressed groan? Shall foreigners be masters of this soil, and heirs of our property? What are the men of the mountains good for? Let there be an end of this."

Thereupon Werner Stauffacher, without a word, went down to Brunnen on the lake, and over the water to Uri, to Walter Furst. With him he found concealed Arnold, of Melchthal, who had fled across the mountain from the wrath of Landenberg. They talked of the misery of their country, and the cruelty of the foreign bailiffs whom the king had sent to them. They then resolved that each should talk with trustworthy and courageous men in his own district, to ascertain the disposition of the people, and what they would undertake for security and liberty. Afterwards they met frequently by night, in a secret place on the lake. Soon each brought the joyful news that death was more desirable to all the people than so shameful a yoke.

Thirty Men of Rutil.

On the night of the 17th of November, 1307, they came together, and each of the three brought with him to the meadow of Rutil ten true and honorable men, determined to hold the ancient liberty of their fatherland before all, and life as nothing. The three men of Rutil raised their hands to heaven, and swore to God, the Lord, faithfully to live and die for the rights of the innocent people. Then the thirty raised their hands and took the oath like the three; and they appointed New Year's night for the work. Then they separated; each returned to his valley and his cabin, and tended his cattle.

—From ZSCHOKKE'S *History of Switzerland*.

William Tell—the Archer.

"The bailiff, Herman Gessler, was not easy because he had an evil conscience. It seemed to him that the people began to raise their heads and to show more boldness. So he set the ducal hat of Austria on a pole in Uri, and ordered that every one who passed it should do it reverence. And William Tell, the archer of Burglen, one of the thirty men of Rutil, passed before it, but he did not bow. He was immediately carried to the bailiff, who angrily said: "Insolent archer, I will punish thee by means of thine own craft. I will place an apple on the head of thy little son. Shoot it off, and fail not!" And they bound the child, and placed an apple on his head, and led the archer far away. He took aim. The bowstring twanged. The arrow pierced the apple. Ali the people shouted for joy. But Gessler said to the archer: "Why didst thou take a second arrow?" Tell answered: "If the first had not pierced the apple, the second would have pierced thy heart."

This terrified the bailiff, and he ordered the archer to be seized, and carried to a boat in which he was himself about to embark for Kussnacht. He did not think it prudent to imprison Tell in Uri on account of the people, so he hastily departed in spite of a strong headwind."

William Tell—a Liberator.

The sea rose and the waves dashed foaming over the boat, so that all were alarmed, and the boatman disheartened. In great anxiety, Gessler ordered the fetters to be removed from Tell, that he, an experienced steersman might take the helm. But Tell steered toward the bare flank of the Axenberg, where a naked rock projects like a small shelf into the lake. There was a shock—a spring. Tell was on the rock and the boat out upon the lake.

The freed man climbed the mountain, and fled across the land of Schwyz, and he thought in his troubled heart: "What may not Gessler do to my family, when Landenberg put out the eyes of the old man of Melchthal on account of a servant's broken finger? Either my innocent wife and child and fatherland must fall, or, bailiff Gessler, thou!"

So thought Tell, and with bow and arrow fled toward Kussnacht, and hid in a hollow way near the village. Thither came the bailiff; there the bowstring twanged; there the free arrow pierced the tyrant's heart. The whole people shouted for joy when they learned the death of their oppressor. Tell's deed increased their courage; but the night of the New Year had not yet come.

—From ZSCHOKKE'S *History of Switzerland*.

Around thee and above,
Deep in the air, and dark, substantial, black,
An eben mass, methinks thou piercest it
As with a wedge! But when I look again,
It is thine own calm home, thy crystal shrine,
Thy habitation from eternity.

—COLERIDGE.

Mont Blanc is the monarch of mountains:
They crowned him long ago
On a throne of rocks, in a robe of clouds,
With a diadem of snow.

—LORD BYRON.

Edelweiss.

Close to cold, bare rocks it cleaves,
With its dainty, wooly leaves
So like the snow it blooms amid,
Its graceful form is nearly hid
Away from harsh or curious eye;
And oft the foot of passer-by
Would crush the clustered head of gold,
So snugly in its white hood rolled,
Did not its spotless beauty shed
Such subtle halo round its head,
That one can feel its presence nigh
Before its pale face meets his eye.
O! dainty little rock-bound flower,
What wealth of sweetness is thy dower!
What joy it is to see thee here,
Thou hardy little mountaineer!
Thy cheering presence, without speech,
Does well a simple lesson teach—
That weakest things of earth may bring
More pleasure than the greatest king
With all his wealth and power, can give
To those that on his favor live.

—E. L. BENEDICT.

The Switzer's Love of Home.

Thus every good his native wilds impart.
Imprints the patriot passion in his heart;
And ev'n these hills, that round his mansion
rise,
Enhance the bliss his scanty fund supplies.

Dear is that shed to which his soul conforms,
And dear that hill which lifts him to the storms;
And as a child, when scaring sounds molest,
Clings close and closer to the mother's breast,
So the loud torrent, and the whirlwind's roar,
But bind him to his native mountains more.

—GOLDSMITH.

On Alpine Heights.

On Alpine heights the love of God is shed;
He paints the morning red,
The flowerets white and blue,
And feeds them with the dew.
On Alpine heights a loving Father dwells.

On Alpine heights the silvery streamlets flow;
There the bold chamols go;
On giddy crags they stand
And drink from his own hand.
On Alpine heights a loving Father dwells.

—KREMMACHER.

An Alpine Storm.

The sky is changed!—and such a change! O night,
And storm, and darkness, ye are wondrous strong,
Yet lovely in your strength, as is the light
Of a dark eye in woman! Far along
From peak to peak, the rattling crags among,
Leaps the live thunder: not from one lone cloud,
But every mountain now hath found a tongue,
And Jura answers, through her misty shroud,
Back to the joyous Alps, who call to her aloud.
How the lit lake shines, a phosphorus sea,
And the big rain come dancing to the earth!
And now again 'tis black—and now the glee
Of the loud hill shakes with its mountain mirth,
As if they did rejoice o'er a young earthquake's birth.

—LORD BYRON.

SUBJECTS TO STUDY UP AND WRITE ABOUT.

Swiss Cottages.

Where are they built?
Of what are they made?
How are they furnished?

The Chamols.

Where does he live?
What is his food?
What are his peculiar traits?
What enemies has he?

The Golden Eagle.

Where is his home?
Describe him?
What remarkable things can he do?
What is his prey?
What title has been given him?

Alpine Flowers.

Name some Alpine flowers.
Describe them.
What relatives have they among us?

Alpine Scenery.

What do people go to Switzerland to see?
Name, and give some facts about noted mountains and passes in Switzerland.
Describe glaciers.

The People of Switzerland.

What occupations do they follow?
What amusements have they?
How do they dress?
What are their characteristics?

An Original Story.

The men of Switzerland frequently come to this country and peddle "yankee notions" until they have made a little money, then go home and live in comfort the rest of their lives. A traveler in Switzerland sometimes meets with men who have passed through his own home and can speak his language.

Write a story about such a Swiss.

THE THINGS OF TO-DAY.

Here is a way to get men together who are spolling for a fight. The following advertisement was recently published:

WANTED—Good men to go to East St. Louis, and act as deputy marshals for this Company. Five dollars a day will be paid, and board furnished. Only men of grit wanted. Apply at once to the agents of the Company.

They came, were armed with Winchester rifles, and set to "preserve the peace."

The following is a history of the recent murders in East St. Louis by the police mercenaries: The mob jeered the mercenaries whenever and wherever they appeared. The mercenaries threatened in response. Finally the two met on one of the great thoroughfares of the town, occupied as usual by innocent men and women, who were using the highway peaceably, as they had a perfect right to do. Somebody threw a brickbat at the mercenaries; and one of the mercenaries retaliated with a shot from his rifle; then there was a general and indiscriminate series of volleys by the mercenaries into the crowd. Six men and one woman were killed. As far as we can judge, only one of them had any connection with the mob or the strikers. Then the mercenaries, frightened at their own folly, fled, and the mob, which had doubtless not a few armed men in its number, and others of whom had hurriedly procured arms, pursued, and there was a miscellaneous and running fire, which, happily, did no great damage. Nine of the mercenaries were arrested, but have been admitted to bail on a writ of *habeas corpus*.

The following is an outline of Mr. Gladstone's Home Rule Bill. It should be understood by all the older scholars in our schools, as it marks one of the most important eras in the history of liberty and progress. It should be read and studied. It debars the proposed Irish Parliament from legislating concerning the status, dignity, or succession of the Crown; from passing laws affecting peace or war, the army or navy, the militia or volunteers, or the defence of the realm; and from taking any action concerning the foreign or colonial relations of the Empire. Among the other subjects placed beyond the power of the Irish government to deal with are dignities, titles, and honors; prizes and booties of war; offences against the Law of Nations; treason and alienage; naturalization, copyrights, patents, mails, telegraphs, coinage, and weights and measures.

The bill further prohibits Ireland from doing anything to establish or endow any religion, or to disturb or confer any privileges on account of religious belief; and also forbids it to impose customs on excise duties.

The Queen is given the same prerogative to summon, prorogue, and dissolve the Irish Legislature as she has with respect to the Imperial Parliament. To her also is reserved the power to erect forts, arsenals, magazines, and dockyards.

The Irish Legislature is permitted to impose taxes to be paid into the consolidated fund to defray the expenses of the public service in Ireland, subject to the provisions of the Irish Land Purchase bill; but is not either to raise or appropriate revenues without the Queen's recommendation made through the Lord Lieutenant. The church property in Ireland is to belong to the Irish people, subject to existing charges.

The executive government of Ireland is vested by the Queen in a Lord Lieutenant, who will govern with the aid of such officers and councils as the Queen may appoint, and will give or withhold the Queen's assent to such bills as the Irish Legislature may pass.

The liquor interest is doing all that it can to promote prohibition, with some indications of possible success. It has defeated local option by a small majority in the New Jersey Legislature.

A terrible tornado visited St. Cloud, Sauk Rapids, and Rice, Minn., last week, killing nearly a hundred persons, and seriously wounding as many more. In the havoc it wrought, this tornado has had but one parallel in this country for several years—that which mowed down the north-western part of Grinnell, Iowa, on June 17, 1882, and ravaged two or three villages near by, killing sixty-nine persons at least, and injuring about 150. It is fortunate that these destroyers keep within narrow paths. They number, on an average, more than a hundred every season between March and October, travel fifty or a hundred miles before dying out, and possess a fury far exceeding that of the fiercest hurricane; but they seldom leave a track more than a few hundred feet in breadth. The swath cut through St. Cloud, for instance, was only four blocks wide. As a result of this fact, the chances are small that a tornado will strike any considerable collection of human dwellings. It is much more likely to take its journey across farm and forest, but they are fearful beyond description while they last and where they strike.

*Freedom's New Year's Day.*

When it was day, Landenberg left the royal castle near Sarnen, to attend mass. Twenty men of Unterwalden met him, bearing, as customary presents, fowls, goats, lambs, and other New Year's gifts. The bailiff, in a friendly manner, told them to enter the castle. When under the gate, one of them sounded his horn. At once all drew forth sharp spear-heads, fastened them upon their staves, and took the castle; while thirty others, who had been hidden in a neighboring thicket, came to their assistance. Landenberg, terrified, fled over the meadows towards Alpnach. But they took him, and made him and all his people swear to leave the Waldstatten forever. Then they permitted him to retire to Lucerne. No harm was done to any one.

High blazed the bonfires on the Alps.

With the people of Schwyz, Stauffacher went to the lake of Lowery, and seized the castle of Schuranan. The people of Uri marched out, and Gessler's towers were taken by assault.

High blazed the bonfires on the Alps.

That was Freedom's New Year's Day.

On the following Sunday deputies from the three districts assembled, and with an oath, renewed their original bond for ten years; and the bond was to endure forever, and be often renewed. They had reassumed their ancient rights, had shed no drop of blood, and had done no harm to any belonging to the king or to Habsburg in the land.

—From ZSCHOKKE'S *History of Switzerland*.

THE POETS AMONG THE ALPS.

Lake Leman.

Clear, placid Leman! thy contrasted lake,
With the wild world I dwell in, is a thing
Which warns me, with its stillness, to forsake
Earth's troubled waters for a purer spring.
This quiet sail is as a noiseless wing
To waft me from distraction; once I loved
Torn ocean's roar, but thy soft murmuring
Sounds sweet, as if a sister's voice reproved
That I, with stern delights, should e'er have been so moved.

—LORD BYRON.

Night on Lake Leman.

It is the hush of night; and all between
Thy margin and the mountains, dusk, yet clear,
Mellowed and mingling, yet distinctly seen—
Save darkened Jura, whose capped heights appear
Precipitously steep; and, drawing near,
There breathes a living fragrance from the shore,
Of flowers, yet fresh with childhood: on the ear
Drops the light drip of the suspended oar,
Or chirps the grasshopper one good-night carol more.

—LORD BYRON.

Mont Blanc.

Hast thou a charm to stay the morning star
In his steep course? So long he seems to pause
On thy bald, awful head, O sovereign Blanc!

EDUCATIONAL NOTES.

CALIFORNIA.

San Bernardino Co. will hold an institute at San Bernardino the week beginning April 27. Calaveras Co. holds one at San Andrews the same week, and another will be held at San Luis Obispo the week beginning May 11.

COLORADO.

The Governor has appointed Thursday April 29, as Arbor Day. The schools are thus urged, in the Proclamation, to participate:—"I earnestly request all who have charge and those who teach in the public schools to direct the thoughts of our youth to the proper observance of the day."—The great apostle of the New Education, Col. Parker, will, under the direction of Supt. McCroery, of Larimer Co., conduct a summer institute in Estes Park. We will give this genial and enthusiastic worker a royal welcome to the youngest state, but not the quietest educationally.—We are sorry to record the death of Prof. R. W. Temple, of the Grand Junction schools. Prof. Temple was driven from a fine chair in a worthy eastern college to Colorado in search of health. Farm life had so far effected a restoration that he yielded to his longing for educational work. The effort was disastrous. He was bringing his schools up to a fine grade. Besides being a fine teacher he was a graceful and vigorous writer. He found abundant opportunity for his ability on the local press of his part of the state. A useful man has gone.—The Lea/ville schools have been closed on account of a lack of funds. They have been in operation for six months. Next year it is hoped that they may be maintained for eight months at least. A state convention of county superintendents is called for the 15th of April. Ways and means of raising the standard of efficiency of the rural schools will be the main topic of discussion. State Supt. Cornell is organizing the state in fine shape for effective work.—No one has been suggested as a candidate for the office of state superintendent. Hon. L. S. Cornell has the field to himself. He has made a very efficient officer, and is justly entitled to a third term.

CONNECTICUT.

PROF. THOMAS A. THACHER, of Yale College, died at New Haven, April 7. In 1838, he became a tutor in his Alma Mater, and four years later a professor, which position he occupied for forty-three years, the longest term of service of any member of the faculty. He was a member one time of the State Board of Education. 1843 and '44 he spent in Germany. While there he gave instruction in English to the Crown Prince of Prussia, and his royal cousin Prince Frederick Charles. The news of the venerable instructor's death brings regret to the hearts of thousands of Yale graduates in every part of the world.—The graduating exercises of the New Haven High School, were held in Carl's Opera House the evening of the 15th, before an audience of twenty-five hundred people. The graduating class numbered fifty-nine. The essays and orations showed much to be commended.—It is probable a summer school will be held at Niantic, near New London, under the direction of State Secretary C. D. Hine, and Principal C. F. Carroll of the state normal school.

ILLINOIS.

The White County Teachers' Association will meet at Carmi, May 1.—J. B. Kinneer, of Carmi, has resigned his position as principal of the south side school for one in the Pension Office at Washington; he is succeeded by R. S. McCullough, of Enfield.—Supt. Squire, of Madison Co., is a warm advocate of "Talking With the Pencil," the consequence is much is being done in that direction by the teachers of his county.

INDIANA.

PRIN. JAS. K. BECK, of the preparatory department of the State University, will spend his summer vacation in institute work.—Prof. Geo. W. Hoss, of Baker University, will open an "Institute of Elocution and Oratory," Aug. 2.—J. H. Ashabanner and E. B. Walker, of New Albany, will hold a normal institute at New Philadelphia, beginning June 23. Another will be held, for eight weeks at New Marion, beginning July 5. The instructors will be Phillmer Day, Chas. N. Peak, W. W. Norman, and A. R. Beach. The Bloomer Normal will open at Meshawka May 31 for a term of ten weeks, Z. B. Leonard, principal.

MR. FRANK M. STALKER has been made principal of a new school just started at New Providence. The building is one of the best in the state, and finely equipped. The Borden Institute was founded by Prof. W. W. Borden, of New Albany, who purchased the fine geological cabinet owned by the late Dr. James Knapp, which, in addition to his own, furnishes the school with excellent material for scientific work.

IOWA.

SUPT. REEVES, of Osceola Co., and SUPT. ARMIN, of Dickinson, are both new men in the field, but they are working with an earnestness that more than makes up for experience without earnestness.—The Ringgold County Institute will convene Aug. 9 and continue three weeks. T. E. Dubois, county superintendent, will conduct, assisted by Prof. C. M. Grumbling, of Mt. Pleasant, W. E. Andrews, of Hastings, Nebraska, S. S. Maxwell, College Springs, and Mrs. V. A. Sullivan, Mt. Ayr.—The Butler County Normal Institute, will be held at Allison, commencing August 2, and continuing three weeks. The instructors are: E. C. Bellows, conductor; C. W. Von Coelln, N. Messer and Minnie T. Hatch, assistants. Lectures will be given by State Supt. Akers, S. P. Leland and C. W. Coelln.

LOUISIANA.

The state normal school at Natchitoches, La., is in a very prosperous condition under the successful management of Dr. Edward E. Shieb. This school, although yet in its infancy—this, its first session, having opened on November 1, 1885—gives evidence of becoming a source of real wealth to the state. An excellent building, erected originally at a cost of \$40,000, with extensive and beautiful grounds, was appropriated for a normal school by the town and parish of Natchitoches. The school opened with about sixty students; of these a large number are teachers who have been engaged in the school of the state from one to ten years. The majority of the students at the state normal school came from adjoining parishes; but representatives from fourteen parishes are in attendance—some of them from remote parts of the state. Connected with the normal school is a "practice

school," under the direction of Dr. Shieb, so that the instruction in theory is supplemented by practical training. No attempt has been made to attain brilliant and misleading results; on the contrary, every step that has been taken has been carefully considered, with a view to establishing a normal school in the true sense of the word, on a sound and intelligent basis. The number of graduates for this year will not be very large, but they have taken advantage of the splendid opportunities, and have applied themselves assiduously, and we will soon hear of their success as teachers, as the first fruits of the Louisiana State Normal School. The school closes on April 28. The second session will open October 1, 1886, with a full corps of instructors, and probably from 125 to 150 students.

MASSACHUSETTS.

The Essex County Teachers' Association was held at Lynn, April 9; President, L. P. Brackett, of Lynn. The first paper was by Mr. R. P. Williams, of the English High School, Boston, on "The Departmental System for the Lower Grades." It showed the absurdity of expecting teachers to perfect themselves in all the departments of knowledge. Every teacher has some one favorite study in which she can attain better results with her class than in any other. No instructor with several branches to teach each day can present the best ideas on each. Departmental work aims to secure such a division of labor as will furnish the best results. This plan has already been generally adopted in our high schools and colleges, and has proved a success. At the close of the paper, Supt. Bruce, of Lynn, said that the departmental system had been tried in New York, Michigan, Illinois, and California. It had not always proved a success. Whenever you find a specialist, you will find an ambitious teacher—one who will get out of her class all that she can without reference to the other departments. The result is that the pupils are pushed beyond their strength.

SUPT. BREWSTER, of Lawrence, took the ground that character building was the most important work of the teacher, and that this could be accomplished only when she could remain with her pupils and discover their peculiarities and tastes. A paper by Mr. Warren H. Samson, director of penmanship and drawing, Lynn, was full of good methods and suggestions. Miss Emma L. Crabtree, of Lynn, read a paper on "The Importance of the Study of Chemistry in the Grammar Schools." It contained the following interesting thoughts: The practical importance of chemistry to the manufacturer; of entomology to the farmer; of botany to the physician, etc.; demand for the natural sciences, a place not only in the high schools and colleges of our country, but in the grammar schools; for many of our youth never have opportunities for higher education than this. What is more practical than knowing how to put out a fire, to know that heating ether or alcohol over a lamp is a dangerous experiment, to know that coal-gas is a poor substitute for pure air, to know what to do when a child chews up a card of matches, or quenches his thirst with sulphuric acid, ammonia, bed-bug poison? Persons ignorant of the nature of chemicals are careless in handling them, neglect to label them properly, and leave them in the way of others. Natural science kindles in the heart a deep and abiding love of knowledge. It arouses curiosity, sets the children to hunting, investigating, and enquiring for themselves. It often happens that a boy will have an unexpected hour of leisure. With no one to play with, nothing to interest him particularly, that boy is in danger. Let him once feel his heart bound with a glad thrill when he sees a caterpillar he has tended emerge from its chrysalis into the gorgeous butterfly; let him once go on a botanizing or geological excursion, then see if a leisure moment will remain unoccupied. The study of natural science adds a new interest to life. The boy begins to see that the companionship of others is not absolutely necessary to the idea of a good time. He is learning to be his own companion. Says Oersted: "The laws of Nature are the thoughts of God." As the pupil begins to understand some of the wonderful laws regarding matter—how simple, how unchangeable, how perfect they are—he instinctively draws nearer to the Maker of those laws.

SUPT. JOHN S. BREWSTER, of Lawrence, presented a paper on "Schools and Industrial Education." He believes that those who attempt to promote sectarian schools are enemies to the best interests of education. "How Can a Teacher Become Master of His Business?" was well shown by George A. Martin, agent of the Massachusetts State Board of Education.

NEW HAMPSHIRE.

The trustees of the Simonds High School fund in Warner have now in their hands \$5,000, and soon expect \$2,000 more. The town has already hired of the trustees \$18,000, and it voted the other day to hire the remaining \$7,000, which will make up the entire fund, \$25,000, left by Mr. and Mrs. Simonds.—The Board of Education in special district No. 1, in Goffstown, has secured Luther M. Kenniston, of West Andover; Alice C. Taggart, of Canaan; and Cynthia A. Worthley, of Goffstown, for teachers. The spring term opened April 12.

NEW YORK.

SUPT. COLE of Port Leyden, gives some very good advice to the commissioners, in the following:

Let every school commissioner be compelled to pass the examination for state certificates, and within a period not longer than one year next preceding the date of taking the oath of office. Let not a normal-school or college diploma, nor anything else, excuse the candidate. If a commissioner seek re-election let him be compelled to undergo again the state examinations. This course would secure qualified commissioners, ever up with the latest educational improvements. Should the people of a district fail to elect a man thus qualified, let the Superintendent of Public Instruction appoint from some other part of the state a qualified person, who shall hold the office at least one year, or longer if the people, at the next general election, fail to elect a man fully qualified. This method would create a local interest in school affairs; for what people would wish to be recorded as unable to produce a qualified school commissioner? Thus, too, would the office be lifted from the dirt of politics; for each party would be obliged to nominate a man holding a recent state license, or else subject itself to the ridicule of having no such man within its ranks.

I urge that third-grade certificates be abolished. They are a cause of much trouble and a source of many poor schools. They are contrary to the spirit of the "new education"; for they virtually say, "the bearer is a very poorly educated person, one known to have little or no skill in imparting instruction; but since the people of your district are poor, they ought to have a poor teacher. Furthermore, this person should have a chance to tinker a few years with tender minds, till I can ascertain whether there is a prospect of her ever being qualified to teach decently in communities of wealth and prosperity."

Let the legislature enact laws lifting high the qualifications for certificates of the second and first grades, and let all commission-

ers who attempt to violate the requirements, be expelled from office.

It is time that trifling were ended, and that an era be inaugurated of forward movements in education!

The Clinton County Teachers' Institute closed at Plattsburg, April 2. Dr. French gave a great deal of practical instruction in school management, class management, written work in school, seat-work for little children, and physiology and hygiene. Prof. Albro took up analysis and synthesis, arithmetic, mathematical geography, and reading. Supt. Holden, during the discussion of physiology and hygiene, told what had been done by himself and assistants in the subject. Dr. Madden, of Plattsburg, had given a course of twenty-five lectures on the subject, which were highly appreciated by the teachers. On Thursday they showed their appreciation substantially by presenting the doctor with a handsome clock. Thursday evening the semi-annual meeting of the county association was held, and Supt. Holden and Prof. Ferrin, principal of Keeseville Academy, were appointed as delegates to the State Association at Buffalo next July. A rhetorical contest was held Friday night, under the auspices of the association. S. Vilas, of Plattsburg, and Deimer Hawkins, of Moores, carried off prizes for declamations; and Miss May Olcott, of Keeseville, and Miss Clara A. Carroll, of Saranac, were equally successful among the reciters.

OHIO.

Three students have been arrested at Akron for hazing a student by the name of Morris. Mr. Morris, Sr., says he will spend \$5,000 to bring these students to justice. The sympathy of all intelligent people will be with him.—Prof. S. F. Hoge has been called to take charge of the normal college at Defiance.—Dr. Carroll Cutler, of Adelbert College, has resigned on account of failing health.—Supt. O. T. Carson, of Granville, has just been re-elected for a term of three years.

TENNESSEE.

Some changes are taking place in the teaching fraternity of Nashville, Miss L. Haloran had been promoted from the Pearl to a position in the Hynes school. Miss Hite has resigned from the Main street school, and is succeeded by Miss James.

NEW YORK CITY.

THE ANNUAL MEETING OF THE INDUSTRIAL EDUCATION ASSOCIATION.

The annual meeting of the Industrial Education Association was held last week (Tuesday evening) in Association Hall, where a large audience was assembled. In the absence of the president of the association, Gen. Alexander S. Webb, Morris K. Jesup took the chair. He said a few words in opening the meeting, and then called upon C. E. Merrill, who read the annual report. From this report it appears that the society was organized two years ago with the object of promoting manual and industrial training by disseminating information relating to it; by securing its introduction into schools of all grades, and by training teachers and organizing classes in special branches. The classes taught during the past winter under the auspices of the association have included a total of 1,904 pupils. Through the office much "valuable information has been given out and a large correspondence is maintained." After John S. Bussing, the treasurer, had read his report, the Rev. George L. Chaney, of Atlanta, Ga., made a few remarks. He said in part:

"I was first led to this subject from its moral aspect. No man in my profession whose bell is kept ringing from morning till night by people who are in a hopeless state of misery, because they never were taught to do anything that anybody wanted to have done, can lose sight of the moral aspect of industrial education. But the subject has immense importance from an industrial point of view. The division of labor has been carried to such an extent that it belittles the intelligence of the worker, and it is our duty as educators to give the mechanic a broader training. From an educational standpoint the importance of practical illustration and experiment cannot be exaggerated, for of what we learn I believe that we remember only what we use. I have been wont to say that I have known of three real educators. They are Pres. Eliot, of Harvard, General Armstrong, of Hampton, and Wackford Squeers, who taught his boys to spell 'horse,' and then told them to go and rub him down." [Laughter.] Mr. Chaney went on to say that industrial educationalists do not combat literary education. In regard to the common schools they contend for little more than the addition of laboratories for the illustration of the principles of science which are to be expounded.

Parke Godwin made a long speech, which he brought to a close by asserting that labor was king, and by urging his hearers to crown the new monarch.

James McAlister, Superintendent of Public Instruction at Philadelphia, prefaced his remarks by saying that the schoolmaster is doing more for the advancement of civilization in this city than those officials who are now skulking from the sight of the sheriff of the county. Mr. McAlister then showed that one of the greatest needs of to-day is the introduction into all schools, both public and private, of such training as will fit boys and girls to be workers. This is one of the lessons of the present labor troubles, and the best, if not the only, solution of the labor question is to be found in the school. "In Philadelphia," said the speaker, "in connection with the public schools, 25,000 girls are taught to sew; there is an industrial art school, and co-ordinate with the high schools there is a manual training school. At the bottom of the whole system are twenty-five free kindergartens."

Edwin P. Seaver, Superintendent of Education, Boston, told how manual training was first introduced into this country by the Boston Institute of Technology. This first school was founded on Russian models, and soon had imitations in St. Louis and Chicago. In dismissing the meeting Mr. Jesup said that if it had not been so late New York also could have done some bragging.

Prof. Scott, of the College of the City of New York, has generously consented to deliver a series of lectures on "English Literature," before the Primary Teachers' Association of this city, the first of which was given on Monday, April 19, in Grammar School No. 47, East Twelfth Street, at 4:30 P. M. Business meetings of the association are at 4 P. M. All primary teachers and principals are cordially invited to attend these meetings. M. A. Nagovern, president. J. F. Holly, corresponding secretary.

LETTERS

WHAT CAN BE DONE IN PHYSIOLOGY.—I don't know what to do with my physiology class. I have taught them the names of the bones and the muscles, and explained to them the respiratory and digestive systems, and I don't know what to do next. I have an idea that what I have done will never do them much good, for they take no interest in what I have taught them. But I was required to teach it, and so I did. Should I go over the ground again until they have it perfect, or get some medical works and take them still farther on.

J. C.

Instruction in physiology looks directly to the health. It is the beginning of a movement which will make a healthier race than the American is at present. Suppose you make out a list of the causes of disease. You will find Wilson's "Text-book of Hygiene" very helpful in this. It is published by P. Blakiston, Son, & Co., Phila. Having made out your list, select one, and collect all the facts you can bearing upon it. These will necessarily include some knowledge of the structure and functions and needs of the parts of the body concerned. Whenever it is possible, introduce your facts by the use of experiments. Suppose you have chosen the subject of bad air. You wish to show the poisonous effects of carbonic acid gas. Put a live mouse into a wide-mouthed bottle fitted with a tube. The mouse shows no signs of disturbance until some one begins breathing into the bottle through the tube. In a little while he dies from *poisoned air*. Explain the cause; then make the application. Each individual in a room is doing for himself and every other person in the room just what was done for the mouse—poisoning the air with every breath he draws. How many of the pupils present will go home and sleep in a tightly closed bed-room after that, without protesting? But there is danger of going to an extreme; so the next day you will be obliged to take up draughts. It will be some time before your list is exhausted. But be careful how you use your text-book. It is your mental pantry. You do not think of attempting to swallow the pantry when you are hungry—you go to it for what you want for one meal. Use your text-book in the same way.

DISCOURAGED PUPIL.—I have a girl that gets discouraged very easily in her work in arithmetic. She doesn't half try to work out her problems. What shall I do to break her of this habit.

G. T. B.

Discover the cause of the discouragement. It quite likely arises from the child's incapacity to understand—the mind is dull or superficial, or it may be the child has a strong distaste for the subject. Simplify, *simplify*, *simplify*. Problems and teachers must get down from their pedestals, until they are on a level with the practice and experience of the child. Your instruction to the class may be so simple and direct that ten out of eleven grasp the subject, but that does not excuse the conscientious teacher from rendering individual help to the eleventh. Right here may lie the cause of discouragement. You may not have time for individual wants, and you may not possess the faculty for simplifying and rendering practical, which is the secret of success in mathematics, and may be imparted early to children. In no case will scolding, impatience, keeping after school, holding him or her up before the class as an example, or setting her down peremptorily, work any other result on the discouraged child than to harden the stony hardness of her heart. She must be taken personally and kindly by the hand and lifted out of the slough of despond into which she is sinking deeper every day. Lay aside your own weariness; smother the voice that says you have already done your duty; detain her a few minutes after school, and help her—not on to-day's lesson, but on to-morrow's, that she may measure swords with the rest. Praise her the next day. Refer to her as a little higher authority than the rest of the class. She will experience a new sensation, and will struggle to retain the respect she commands to-day. Do this not once, but many times, that is, if you are interested in your "discouraged scholar. There is no trick, no expedient to be resorted to in case of discouragement; render persistent kindly cheer and assistance suited to the individual wants of the child.

N. Y.

L. E. B.

BETTER TIMES FOR TEACHERS.—I think the teachers could hasten the time of fair salaries and secure positions, if they would, (1) refuse to underbid each other; (2) always teach their very best, whether the salary was satisfactory or not; and, (3) use all the money they could spare for educational books and papers. My father, who is an old teacher, always impressed these things on my mind. He told me to always have the price set by those wishing to employ me; then, if I accepted, to use all my energies to make the school the best one that I had yet taught. Also, to understand that money invested in good books and papers returned the largest rate of interest. When teaching in a school in this state, I lost my position because the school-board decided to give the school to the lowest bidder, and I would not bid. After trying that a few terms, they were obliged to change on account of the dissatisfaction of the people. They raised the teacher's wages, set their price, and I again taught there.

Nebraska.

These are good suggestions. We would add, also, that teachers can accomplish a great deal by persistently endeavoring to make the people of their respective districts comprehend the work of teaching. In season and out of season, but judiciously, show the parents that there is a science and art of education, as much as there is of medi-

cine. That the teacher occupies the same place in relation to the child's mental health that the doctor does to his physical; that a knowledge of child-nature is indispensable to a teacher; and that a great loss is sustained by a district whenever there is a change of teachers. The reason for the last may be plainly set before them thus: "Your child has certain peculiarities of disposition. No teacher can manage him to advantage until she understands these peculiarities. This takes time—two or three months, often. At last you feel that the teacher is doing well by your child. You begin to have confidence in her. Everything is going smoothly by the time the end of the term comes. Then the trustees have a fit of economy, and want a cheaper teacher. Result, a halt for two or three months—perhaps longer—because the new teacher is a failure, and cannot be discharged until the end of her term.

When teachers know their business, and make the people know that they know it, and that it is a business, then we may begin to look for better times.

WHO IS TO BLAME?—I think education means the drawing forth of the faculties of mind and heart, so that whatever trade, profession, or service the pupil may adopt, he will, by means of his moral and mental capacities, be able to attain a certain degree of success—some, more; others, less—as the Creator intended. A NEW YORK TEACHER.

With all reverence, we would say that the Creator gets blamed for a great many sins that are committed by His creatures. The mother gives her child a passionate temper, and lays the blame on "Providence." From his earliest infancy she is continually irritating him, giving him what he doesn't want, and withholding what he does. Then the teacher takes him in hand and stuffs his mind with what he doesn't care a straw for, and keeps him in a straight-jacket until all his healthy activity and joyousness are forever stifled. But there must be an outlet somewhere; abnormal tastes are formed; he does what pleases him on the sly, becomes a thief or a murderer perhaps, and people sigh over the dispensations of Providence.

A FEW SUGGESTIONS.—We still have on hand a few questions which, for various reasons, we do not care to answer in the "Letter Column" of the JOURNAL. We would answer them privately, but the writers forgot to give us their names and addresses, and are probably impatiently wondering why their questions do not receive attention. Quite frequently questions which we prefer to answer by mail, are sent in on postal cards, and we are two cents out for each one we answer—a small matter in half-a-dozen cases, but these occurring half-a-dozen times a week, fifty-two weeks in the year count up. Again, if more of those who ask questions would be benevolent and answer questions occasionally, all the questioners would be benefited. One thing more, while we are about it—Don't put questions or notes, and half-a-dozen various business matters, on the same sheet. A business letter has to pass through many hands, and then be filed. If it contains also something for publication, that must be copied on a separate slip of paper for the printer. This takes valuable time, that could just as well be saved if the writer would only use a separate sheet in writing to the editor, and always accompany it with name and address.

SECURING A SCHOOL LIBRARY.—I have succeeded in a district of forty-one families in starting a library which is *self-accumulating*. I bought a few interesting books with seven dollars and a-half, of my own money. I numbered and catalogued them in a composition book. Then I lent out the books, charging five cents for each, putting down the names of scholars that took a book, together with the number. I assured them that the books would be the property of the district after I had received my expenses. At first only nine children took books, but now thirty families are reading. After receiving my \$7.50, I bought books with the money coming in, to the amount of \$23.65. All this during one winter. I think it is best to commence in fall, when the evenings are getting long. In summer fewer books will be asked for. Care must be taken to select such books as will be interesting to the greater part of the community. What will be read in one place with enthusiasm, in another will be overlooked. Books of travels are generally more than one story are preferred to books with only one; again, books with any sectional prejudice must be carefully avoided. By keeping these rules in view I succeeded, and perhaps many other schools might possess at least a small library, to the great advantage of the whole district, if only some one would start. My advice is: Try.

H. H.

WHO ARE THE MARTYRS?—I have seen many teachers wear a martyr-like air whenever their profession was talked about. No other class of people have so many wrongs, they seem to think. Well, they do have a good many. It is true that there are often too many grades under one teacher, and too many children in each grade; and school boards are not always wide-awake and helpful. But there is one point where criticism must cease. That point is, the children. A teacher who makes her pupils hate her by unkind words and blows, is usually the one to feel that the pupils are unkind to her. It is she who finds so many of the children stupid and vicious. She seldom discovers the best qualities in those who trouble her; but, from the beginning of the term to its close, there is a struggle between teacher and pupils, in which the teacher usually wins—not the hearts of the children, but their submission and enmity.

If the pupils trouble her by mischievousness, idleness, stupidity, or untidiness, it is her work to make them better. In nine cases out of ten—yes, in ninety-nine cases out of one hundred—the faults of the school may be laid at the teacher's door. Are the little folks noisy? So is the teacher. Are they mischievous? They have not work enough. Are they idle? The work is difficult and unattractive, and the teacher has taken no pains to make it

pleasant. Are they stupid? The teacher is too stupid to put the work in a simple form; or else she has no understanding of the individual needs of children. Many seemingly stupid ones learn well, though slowly, if the teacher knows how to encourage and help them, instead of crowding them into work too difficult for them. Are the children untidy? The teacher can easily see that faces and hands are clean, and much more can gradually be done by influence and instruction.

A true teacher loves every child; she sees beauty in every face, no matter how plain that face may be, and goodness in every character, no matter how degraded. Her love is the love described in the first Epistle to the Corinthians, thirteenth chapter: It "suffereth long and is kind;" "beareth all things, believeth all things, hopeth all things, endureth all things." If there is a martyrdom connected with the school-room, it is to be found in the ranks of over-tasked little ones, who are forced to sit for hours in an unventilated, often over-heated, room, without exercise, without pleasure, punished for restlessness, punished for whispering, for idleness, for anything, *everything* that seems an offense to the autocrat at the desk. When not abused physically, their minds are often abused by giving them too much work and too little play. As much can be learned in pleasure as in study, if the teacher is wise. Work is necessary, drudgery is not.

N. M. M.

TONIC SOL-FA.—Col. Parker writes me, "I believe in teaching music with all my heart, and I am sure the Tonic Sol-Fa is from the 'letter to the spirit,' as all real reforms go. It has the marks of a genuine reform."

N. J.

THEO. F. SEWARD.

ANSWERS.

309. The northern boundary line of Delaware is part of a circle, drawn with a radius of twelve miles, around New Castle. The territory around New Castle was already the property of the Duke of York when Penn received his grant. The charter granted to William Penn, by Charles II., in 1681, stated that Pennsylvania "was bounded on the east by the Delaware river, from twelve miles distance north of New Castle town, until the three and fortieth degree of north latitude," and the southern boundary was to be "a circle drawn at twelve miles distance from New Castle northward and westward, until the beginning of the fortieth degree of northern latitude, and then by a straight line westward," etc.

C. L. G.

312. In the sentence, "Man, like the generous vine, supported lives," "like" is an adjective limiting "man."

C. L. G.

313. The Congo River is the longest river in the world. It is about 600 miles longer than the Amazon.

C. L. G.

316. A good plan would be to hang curtains where the rounded and flat parts of the ceiling meet, since this will obstruct the reflection of sound, and consequently prevent echoing. The curtain should reach as far down as the curved part of the ceiling, and perhaps a second curtain is necessary between the first and the walls. These curtains, in addition to usefulness, may also tend to ornament the room.

C. L. G.

319. Both Webster and Worcester pronounce Pall Mall, *pel mel*. The *Pall Mall Gazette* is so called because it was first printed and published in Pall Mall, one of the streets of London, so named from the game of pall-mall, which was played there to such an extent that the street became a mall or beaten path.

C. C. L.

324. The reason for the differences in the arithmetics as to the legal interest of New York is that a few years ago interest was 7 per cent. in New York, but is now 6 per cent. Old arithmetics, published before the change was made, have 7 per cent.; those published since have it 6 per cent.

G. E. M.

325. The proper pronunciation of the word is De Gray.

H. C. S.

329. In the sentence, "The horse ran away with his head up," "up" is a limiting adjective of the positive degree, and limits "head."

C. L. G.

331. The state of Louisiana is divided into parishes instead of counties.

C. L. G.

QUESTIONS.

344. Explain the cause of March winds. To what class of winds do they belong?

J. B. A.

345. Please give the present capitals of Arizona Terr., Indian Terr., Louisiana, and Bolivia, S. A.

J. B. A.

346. Is double-entry used exclusively by book-keepers now? If so, why? What is the most popular text-book on book-keeping?

E. H.

347. Why does rain-fall increase with agriculture?

E. H.

348. Who was the first great explorer of Africa?

M. C. H.

349. Where is the "Iron Gate"?

M. C. H.

350. Who is the author of "Procrastination is the thief of time"?

M. C. H.

351. Who was the "Learned Blacksmith"?

M. C. H.

352. Why do not trees grow on prairies?

A. E. C.

353. Why are the ocean and some lakes salt, while other lakes are fresh?

A. E. C.

354. Why was the 4th of March decided upon as the day upon which the Constitutional government should go into effect?

H. C. N.

355. What change in the position of the earth would cause the tropic of Cancer to pass through Chicago? How wide would the Temperate Zone be?

W. H. H.

356. What was the origin of "Going up Salt river"?

H. W. S.

357. What was the first message sent on the telegraph line between Washington and Baltimore, in 1844?

D. I.

358. What is meant by "magnetic pole"?

D. I.

"In the spring" take Hood's Sarsaparilla. Do not put it off till to late. Sold by all druggists.

BOOK DEPARTMENT.

NEW BOOKS.

THIRTY-SECOND ANNUAL REPORT OF THE STATE COMMISSIONER OF THE COMMON SCHOOLS OF OHIO. Hon. LeRoy D. Brown, State Commissioner.

The condition of education in Ohio, and a summary of educational matters have been carefully set forth in the report proper, which comprises over seventy pages. This is followed by over two hundred pages of statistical tables, which are accompanied by extracts from several county auditors' letters. Then come nearly one hundred pages of examination questions by the state and county boards of education, making in all a volume of about four hundred and fifty pages, which is well bound in cloth.

FORTY-NINTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF MASSACHUSETTS. John W. Dickinson, Secretary.

Besides the statistics upon educational matters in the state, which are presented in this volume, there are many suggestions from school-men, members of the board, which render it of considerable value. The papers upon "School Supervision," "Text-Books," "German School Systems," etc., show a sympathetic interest in school affairs, and are worthy of deep study and attention.

SIXTEENTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF RHODE ISLAND. Hon. Thomas B. Stockwell, Commissioner of Public Schools.

In this volume are included the reports of the several state educational institutions—the school for the deaf, state home and school for children, school of design, state normal school, and the common schools of the different districts of the state. The report of the commissioner is exhaustive and valuable, and shows very clearly the results which have been accomplished in school work during the past ten years. In the appendix are given statistics of school work, and extracts from reports by the several district superintendents setting forth their recommendations in regard to apparatus, appropriations and expenditures, truancy and compulsory education, duties of parents and citizens, evening and high schools, teachers and methods of teaching, studies, etc. The book has been well printed and bound, and will be a valuable addition to the educational library.

FOOTPRINTS OF TEMPERANCE PIONEERS. Compiled by J. N. Stearns. New York: National Temperance Society.

The pamphlet contains the essay of Dr. Benjamin Rush, entitled "An Inquiry into the Effects of Ardent Spirits upon the Human Mind and Body," written in 1785, and which was the first temperance address ever published to the world. It contains also Rev. Dr. Cheever's discourse in full, entitled "Deacon Giles's Distillery," and "My Mother's Gold Ring," by L. M. Sargent, together with extracts from writings and addresses of Rev. Dr. Lyman Beecher, Prof. Moses Stuart, Rev. Dr. Justin Edwards, Rev. Dr. John Marsh, Lebbens Armstrong, Esq., Hon. Theodore Frelinghuysen, R. D. Mussey, M.D., Jonathan Kittredge, Esq., Charles Jewett, M.D., Rev. Dr. Albert Barnes, Rev. Dr. Elliphalet Nott, Rev. Thos. P. Hunt, Rev. Dr. Heman Humphrey, Rev. John Wesley, Hon. Lewis Cass, Hon. Thomas Jefferson, Hon. Daniel Webster, John G. Palfrey, A.M., Hon. Gerrit Smith, and many others connected with the early temperance work.

In view of the great celebration of September 30, it is one of the most useful documents yet issued on the question.

DIALOGUES, RECITATIONS, AND READINGS. New York: Clinton T. DeWitt. 50 cents each.

The Prescott series comprises two books of Dialogues, three of Recitations, and one of Readings. "Plain Dialogues" comprises a collection of just such as their title indicates, plain dialogues of every-day life. "Diamond Dialogues" include many of the best pathetic, humorous, and dialectic kinds, suitable for school, college, and social entertainments. Both these books afford opportunities for displaying the most varied qualities of voice, manner, and facial expression. The "Social Readings" are a mingling of excellent pieces of vim, patriotism, and fine composition, and also selections of broad humor and drollery, etc. The "Drawing-Room Recitations" contain a number of comic, tragic, and dialectic pieces, specially adapted for delivery before select and very refined audiences. The "Standard Recitations" comprise examples of almost every different phase of emotion and passion from all walks of life; and the "Paragon Reciter" contains many selections from the best authors, and gives full scope for every variety of elocutionary and dramatic talent.

The Webster series comprises four books of recitations. The first, "The Little Folks' Speaker," contains over two hundred pieces in poetry and prose, suitable for reading and speaking in primary schools and juvenile entertainments. "The Youthful Speaker" includes a number of instructive pieces, cheerful and pensive, suitable for use in the higher classes of schools, and in academies and literary clubs. "The Progressive Speaker" is a very fine selection of admirable pieces, selected from the best writings in the English language. It is specially desirable for competitive prize-speaking and for literary exhibitions in the highest classes of colleges, universities, etc. The "Reciter" is a little volume not intended for any special class of individuals, but likely to be of much service to all. The introduction contains rules of oratory, which are copiously illustrated with pictures of the speaker under different emotions of eloquence, explaining the various postures of the body. The selections include some of the most sublime and noble, and some of the most comical and amusing pieces culled from our great writers.

The Macaulay series comprises three books, dialogues for "Little Folks," for "Young People," and "Acting Dialogues." "Dialogues for Little Folks" contains a large number of amusing and instructive pieces on various subjects, for from two to twenty children, and is nicely adapted for class use in the primary school. The "Dialogues for Young People" contain original and selected pieces, with instruction on the method of production, for schools, academies, and children of a larger growth than are required for the "Little Folks." The "Acting Dialogues" are well adapted for production at entertainments, public exhibitions, etc., by males and females, in colleges, universities, literary and dramatic clubs. Its contents include many subjects, varying in tone from humorous and lively to serious and sentimental. The manner of production and the stage settings are fully explained.

"De Witt's Perfect Orator" is adapted for the use of persons of some little experience, containing a number of dialogues, declamations, readings, etc., from the most cele-

brated poems, tragedies, and speeches in our language. In the preface are many useful historical, and explanatory remarks on stage arrangement, costume, scenery, etc.

"The Little Dialogues and Wee Pieces for Papa's Own Boy" contains over three hundred little pieces in prose and poetry, specially adapted for the smallest readers and speakers, illustrating in a simple and attractive manner, pure ideas, and stories with morals.

Taken altogether, this collection of books is one of the best which has come before our notice in some time. They are neatly and well printed, with illustrated board covers in gilt and black. The books for young people are printed in large type, and can be easily read by the "wee tots."

THE FIRST STEPS IN NUMBER, OR PRIMARY ARITHMETIC. Teachers' Edition. By G. A. Wentworth, A.M., and E. M. Reed. Boston: Ginn & Co. 474 pp. \$1.00.

This is a book of to-day. Its methods are in full sympathy with the principles of the best teaching, leading the child to lay hold of the fundamental facts of number by the law of association, showing, and requiring him to show, what he is talking about.

Its basis is the Grube method, but it abounds in versatility of drill, and illustrates in detail the teaching of hundreds of topics. The work to the number ten is enough to occupy an entire year; to twenty, another year. The remainder of the course will be covered in two years more. The Teachers' edition contains a full outline of each step to be taken, with such copious illustrations that any inexperienced teacher can get the spirit as well as the method, even though no previous training has been enjoyed. It is full of examples which have never before appeared in print, and which are calculated to instruct the child, from their close connection with his varied experiences. The manner of arrangement is unique. Take, for instance, Chapter VII.—the Number Eight. We find it divided into sections:—Eight as a Whole; then, Discoveries in Eight; Facts in Eight;—Seven and One, One and Seven, Eight minus One, Eight minus Seven, One Fourth, Six and Two, Two and Six, Eight minus Two, Eight minus Six, Eight divided by Two, Four twos. Followed by Exercises for Review, with numerous examples, illustrated by blocks upon which are designs illustrating the Number Eight. Miss Reed, one of the authors, will be remembered by the readers of the JOURNAL as the author of a most valuable series of articles, last year, on the "A B C of Number."

WE TWO. A Novel. By Edna Lyall. New York: D. Appleton & Co. \$1.50.

"Donovan," the author's last book, dealt with a peculiar personage, in the hero; and in this we find a repetition of the same style, making a companion volume to that. It deals with the trials and experiences of Free-thinkers suffering from persecution, but eventually brought to Christianity. The heroine, Erica, has been brought up an atheist, living in a world of atheism, and taught to despise Christianity from the intolerance of nominal Christians. She has the fortune to meet true Christians in the persons of the Osmonds, under whose tuition her eyes are opened, and she finally accepts Christianity. Her father is an honest atheist who cannot be brought to see the true inwardness of Christianity, and after years of wearying work and persecution, dies, and happily too, from the very fact of his honesty in his belief. Father and daughter are one in their love for each other and for all mankind, but two in their religious belief. The story is full of interesting incidents, well told, and shows most careful thought on the part of the author. The book is well printed, and neatly bound in cloth.

HISTORICAL SKETCH OF THE DISTRIBUTION OF LAND IN ENGLAND. With some suggestions for the improvement of the Law. By William Lloyd Birkbeck, M.A. New York: J. Fitzgerald, publisher, 393 Pearl St. 39 pp. 15 cents.

The two parts into which this sketch is divided are arranged in chapters, and any one who is at all interested in the distribution of land in England, commencing immediately after the Norman Conquest, will find much valuable information in these pages. Among its most attractive chapters are, Agriculture, before and after the Norman Conquest; Origin of Land Properties; The First Taxation of Land; Strict Entails; Strict Settlements; Modern Registration Acts, and the Present Registration Act.

LITERARY NOTES.

Messrs. C. H. Evans & Co., managers of the American Teachers' Bureau, have issued a directory of American Colleges, containing the names and addresses of all the colleges, female seminaries, academies, business colleges, special schools, &c., in the United States.

"April," which D. Lothrop & Co. publish, contains on the title page a quatrain by Frank Dempster Sherman, who is thinking of sending forth a volume of his verses this year.

Commencing with the April number the *Brooklyn Magazine* has been enlarged to nearly three times its original size and its subscription price increased to \$5 per year, an unmistakable mark of success.

Edward Everett Hale says in his advice to students: "It is a good practice to make your own index to the book you read, putting on a fly-leaf at the end those points which you yourself may be specially apt to need in the future. The notes are so many helps for your future reference, when you shall take down this book some day to find what its statement is."

Octave Feuillet's new story, "La Mort," has been translated into English, and has been published by D. Appleton & Co.

Mr. Tupper is writing a volume of memoirs which he will call "My Life as an Author."

Cassell & Co. have issued in their National Library Horace Walpole's blood-curdling romance, "The Castle of Otranto," the book that did so much to revolutionize literary fiction in England.

Mary Cecil Hay, the distinguished novelist, is lying hopelessly ill at her house in Brighton, England.

Mr. Eugene Schuyler's lectures on "Consular and Diplomatic Service" are soon to be published in book form by Scribner's Sons.

"As it was written" has been translated into French under the title of "L'Ecrit Ecrit." It is already enjoying a large sale in Paris.

Edward Pendleton, the author of "A Conventional Bohemian," lives in Cincinnati. He is a brother of the American Minister to Germany.

President Porter's work on Kant's "Ethics" will be published this month as the fifth volume in Griggs's series of German Philosophical Classics.

Robert Grant is about to publish a new story called "A Romantic Young Lady," from the press of Ticknor & Co., of Boston. It is to be hoped that his analysis of female character will be more careful in this case than in his former efforts.

Commander William Gibson, U. S. N., has written new translations of Goethe's poems, which Harper & Brothers will publish.

Three thousand copies of the translation of Flaubert's "Salambo," which has just been published in England, were lost in the sinking of the Oregon.

D. Lothrop & Co. have issued another pretty Easter souvenir, called "Sunrise, or an Easter Triumph." It is a little volume of selections suited to Easter, by Rose Porter. It is printed in brown ink, bound in cream, and tied with ribbon.

"The Arabian Nights" (edited by the Rev. E. E. Hale) and Johnson's "Rasselas" form new numbers of Messrs. Ginn & Co.'s "Children's Classics."

The Putnams are making a great success with their series, "The Story of the Nations," and they have in hand volumes by a very large number of distinguished writers, among whom are: Prof. George Rawlinson, Hon. S. E. W. Benjamin, Prof. H. H. Boyesen, Prof. Alfred J. Church, Charlton T. Lewis, Sarah Orne Jewett, Arthur Gilman, E. E. and Susan Hale who will write of Spain; Rev. S. Baring-Gould, Stanley Lane Poole, Prof. A. Vambury, W. L. Alden, Helen Zimmern, and Prof. J. P. Mahaffy.

A gift of \$15,000 by Mr. John H. Thayer to Harvard University, to establish a publication fund in political economy, is to be utilized in the publication, at regular intervals, of a series of contributions to political and economic science.

It is twenty-five years ago since George Augustus Sala wrote "The Strange Adventures of Captain Dangerous," which created some sensation at the time. It has been republished by the Harpers in their Franklin Square Library.

Under the title of "Alieite," Messrs. D. Appleton & Co. have issued a translation of M. Octave Feuillet's new novel, "La Mort." The English version is by Mr. J. Henry Hager, who has followed the author's peculiar style with wonderful fidelity.

General Lew. Wallace is to write a new novel, the scene of which is laid in Africa.

Mr. Browning is preparing a complete edition of his works, with short introductions.

A "Life of Captain Mayne Reid" is in preparation at the hands of one of his intimate friends.

Mr. Justin McCarthy, who of late years has developed into a prolific novelist, announces that he has on the stocks a new romance entitled "Doom—An Atlantic Episode."

The sale of Robert Louis Stevenson's nightmare, "The Strange Case of Dr. Jekyll and Mr. Hyde," has reached a circulation of 50,000 copies in this country alone.

A copy of the second folio of Shakespeare's plays was exhibited at Columbia College recently. It was printed in 1632, and bears an autograph signature of Shakespeare. The Rev. F. Bristol found this volume in Utah, where it was probably carried by some English mormon.

Mr. Lowell's notable addresses in Great Britain are soon to be published in a volume by Houghton, Mifflin, & Co.

A new book on English composition, entitled "Grammar and Composition," by Prof. Lyte, of the State Normal School at Millersville, Pennsylvania, is worthy of attention. D. Appleton & Co. are the publishers.

ANNOUNCEMENTS.

A volume of society songs and light poems will soon be published, through Brentano Brothers, by A. F. Underhill. It will bear the title of "Etchings in Verse."

Messrs. Harper & Bros. are preparing a series of illustrations for Mr. Benson J. Lossing's new book, "Mary and Martha, the Mother and Wife of Washington." They have also in press a new volume on political economy, by R. B. Bowker, which will be issued with the title, "Economics for the People," and a novel by Mrs. M. L. Tidball, wife of Gen. Tidball, of Fortress Monroe. It will be called "Barbara's Vagaries."

Messrs. Houghton, Mifflin, & Co. announce a new edition of Robinson's "English Harmony of the Four Gospels," revised by Prof. M. B. Riddle, containing much new material in the shape of notes, etc.

Ticknor & Co. have nearly ready Mrs. Foote's "John Bodewin's Testimony," and Robert Grant's new novel.

Henry Holt & Co. have in press a new novel by Hugh Conway. It will be the last on the list of that author's works, as diligent search has failed to unearth any more manuscripts.

There will soon appear a small book for young women who are forced to support themselves and do not know what to do. "A New Departure for Girls," is the title, and it is written by Margaret Sidney.

Messrs. Ginn & Co. announce that they will issue in May the second edition of "Hans Andersen's Fairy Tales," edited for home and school use by J. H. Stickney, in three series; supplementary to the Third, the Fourth, and the Fifth readers, and illustrated with the original Pedersen pictures.

Teachers of history, and especially those using Sheldon's "Studies in General History," will be interested in learning that "The Teacher's Manual," originally intended to accompany the book, will be ready in about a month. It is to be published by D. C. Heath & Co., Boston.

Messrs. Ticknor & Co. announced for issue, April 13, a new novel by Mrs. Madeleine Vinton Dahlgren, "The Lost Name;" "The Days of the Spinning-Wheel in New England," gleanings from old newspapers of Boston and Salem, Massachusetts, selected and arranged by Henry M. Brooks; "Poets and Problems," by George Willis Cooke; and "The Imperial Island: England's Chronicle in Stone," by James F. Hunnewell.

The Sub-Primary School Society of Philadelphia, will open, in September, a normal kindergarten training school, under the direction of Miss Sarah A. Stewart, for many years principal of the Milwaukee Normal School. A full prospectus of the course will soon be published, and can be had on application to Miss Anna Hallowell, 908 Clinton Street, Philadelphia, Pa.

Messrs. Houghton, Mifflin, & Co., announced for issue on Saturday, April 17: "St. Gregory's Guest, and Recent Poems," by John Greenleaf Whittier; "Signs and Seasons," by John Burroughs; "California; from the Conquest in 1542 to the Second Vigilance Committee in San Francisco," by Josiah Royce; "The Authorship of Shakespeare," by Nathaniel Holmes; "Hamlet's Note-Book," by William D. O'Connor; and "A Memorial of the Life and Genius of George Fuller," sold only by subscription.

CATALOGUES AND PAMPHLETS RECEIVED.

The Kindergarten and the Public School; an address by E. J. James, Ph.D., Professor of Public Finance and Administration, University of Pa.

Fiftieth Anniversary of Marietta College, Ohio, June 28-July 1, 1885. Rev. Israel W. Andrews, D.D., LL.D., President.

Calendar of Kalamazoo College, Mich., 1886. Rev. Kendall Brooks, D.D., President.

Eighteenth Annual Report of the Board of Education of Jersey City, N. J. A. W. Edison, Superintendent.

HORSFORD'S ACID PHOSPHATE,
ONE OF THE BEST TONICS.

Dr. A. ATKINSON, Prof. Materia Medica and Dermatology, in College of Physicians and Surgeons, Baltimore Md., says: "It makes a pleasant drink, and is one of our best tonics in the shape of the phosphates in soluble form."

THE PRELATE.

By ISAAC HENDERSON. With covers adorned with designs by Elihu Vedder. \$1.50.
"A work of singular force and power."—*Albany Union*.

"It recalls Nathaniel Hawthorne in his most vigorous time."—*Quebec Chronicle*.
"A story of sustaining and absorbing interest, written in clear and forcible English."—*Boston Courier*.

"One of the most successful and powerful novels that has been printed in many a year."—*Buffalo Commercial Advertiser*.

"Henderson is the most promising novelist who for many a long day, has entered the field of fiction. . . It is an unusually good novel."—*Detroit News*.

THE LOST NAME.

By Mrs. M. V. DAHLGREN. \$1.00.
This is a true romance, in its motive somewhat resembling the widely popular novel "A Nameless Nobleman," yet with a wonderfully interesting network of action and circumstance altogether its own.

THE DAYS OF THE SPINNING WHEEL.

IN NEW ENGLAND. Vol. II. Old-Time Series. Selected by HENRY M. BUCKS. 50 cents.

A delightfully entertaining little book, reproducing many records, advertisements and newspaper items of a century and a half ago, in their original quaint type and illustrations, with many allusions to the ancient spinning-wheels of the last century and their fair owners.

POETS AND PROBLEMS.

By GEORGE WILLIS COOKE, author of "Ralph Waldo Emerson: His Life, Writings and Philosophy," and "George Eliot: A Critical Study of Her Life, Writings and Philosophy." \$2.00.

An interesting study of the three foremost Englishmen in the republic of letters, Tennyson, Browning and Ruskin, with their personal traits, literary histories, and most notable works.

THE IMPERIAL ISLAND.

England's Chronicle in Stone. By JAMES F. HUXFELL, author of "The Historical Monuments of France," "The Lands of Scott," etc. 8vo, illustrated, \$4.00.

A deeply interesting volume about the Architectural Monuments of Old England, her Castles, Cathedrals, Abbeys, etc., in connection with her most picturesque historic period.

*For sale by all booksellers. Sent, postpaid, upon receipt of price. Catalogues of our books mailed free.

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Those acquainted with the previous volumes of the series will know what a fund of information awaits them in the play now just published. The text adopted is that of the First Folio, reprinted with the utmost exactitude, the various readings of all other critical editions being recorded in the notes.

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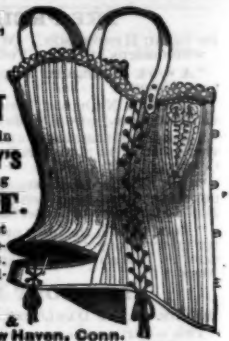


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